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TWENTY-NINTH ANNUAL REPORT  
AND  
DOCUMENTS  
OF  
THE NEW-YORK INSTITUTION FOR THE INSTRUCTION  
OF THE  
DEAF AND DUMB;  
TO THE  
LEGISLATURE OF THE STATE OF NEW-YORK,  
FOR THE YEAR  
MDCCCLVII.



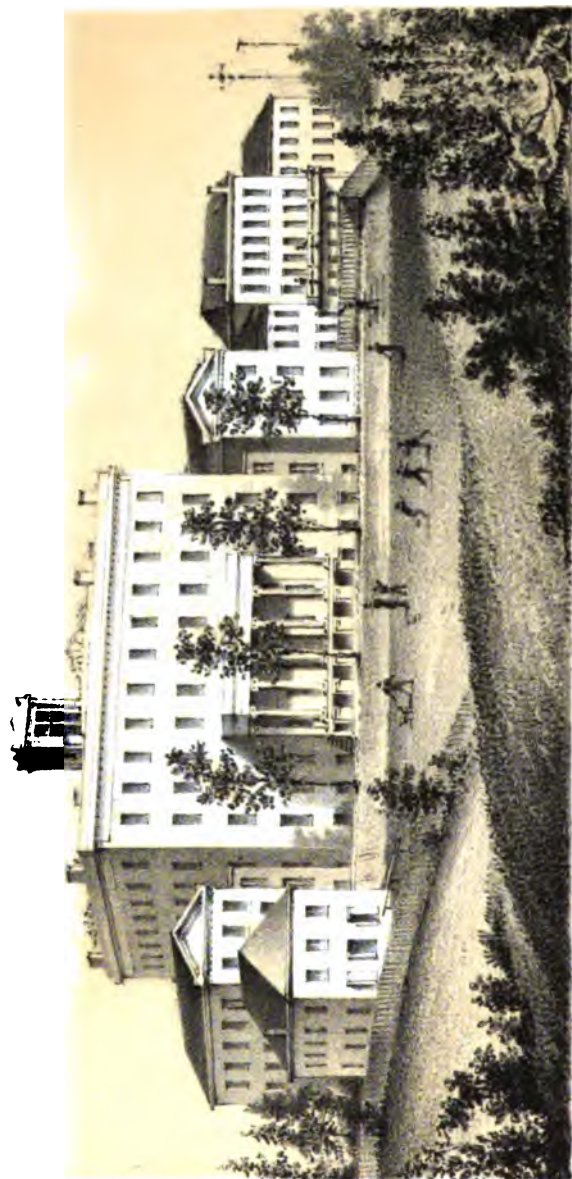
NEW-YORK:  
EGBERT, HOVEY & KING, 374 PEARL-STREET,  
PRINTERS TO THE INSTITUTION.

1848









NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.  
LITH. BY HENRY & MASON, 117 FULTON ST. N. Y.

# INTRODUCTION

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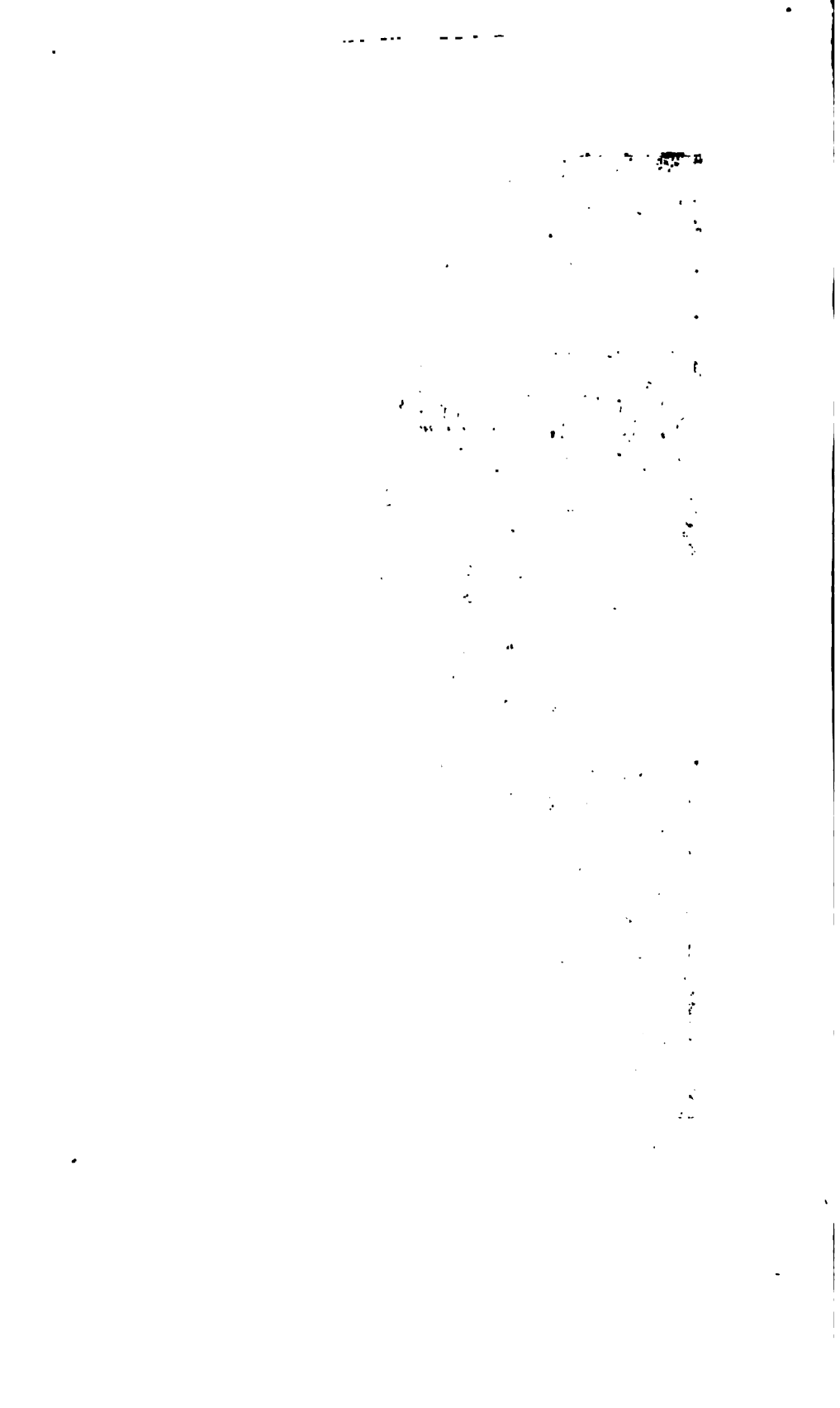
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**THE**

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## TWENTY-NINTH ANNUAL REPORT.

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THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb present, to the Legislature, their Twenty-Ninth Annual Report, for the year one thousand eight hundred and forty-seven.

The present Directors and Officers are named in the foregoing list.

By the Treasurer's Account, a copy of which is herewith submitted, it will be seen, that the receipts of the Institution, from every source, during the year just closed, have amounted to forty-one thousand four hundred and eighty-five dollars and thirty-eight cents, and the disbursements, including the large balance of six thousand three hundred and eighty-two dollars and thirty-five cents, due the Treasurer on last year's account, have been, forty-one thousand two hundred and eighty-nine dollars and one cent, leaving a balance in the treasury of one hundred and ninety-six dollars and thirty-seven cents.

It was stated in the last report that the Institution had contracted a debt for the erection of additional buildings, of twenty thousand dollars, which it still owes, the income for the year not having been sufficient to pay any portion of it.

The number of pupils returned, in the catalogue appended to the last report, was two hundred and eight. During the year, thirty-seven have been dismissed, and fifty-four admitted, of whom four were former pupils re-admitted. The present number, as will appear by the accompanying catalogue, is two hundred and twenty-five. Of the dismissals, a few were



children removed after a year's trial, by direction of the Superintendent of Common Schools, as unsuitable subjects.

Such cases not unfrequently occur. Children are sometimes sent to us, whom, on trial, we find to be dumb, not from deafness, but from defective intellect, while a few, who are actually deaf, have other infirmities superadded, that make their stay in the Institution detrimental to it, without benefit to themselves. When these cases are really deserving of the public charity, they are appropriately transferred to some of those benevolent institutions founded for the relief of other classes of sufferers. The appropriate object of our Institution is, to develop and cultivate the minds of those who, by the congenital, or accidental loss of hearing, and by that loss alone, have been cut off from the ordinary sources of knowledge. Derangements of the mental functions, or of the nervous system, are entirely out of our province.

Of the present number of pupils, one hundred and sixty-one are beneficiaries of the State, sixteen of the City of New-York, and eight of the State of New Jersey. The expenses of twenty-one are defrayed by their friends, and the remainder, nineteen, are, for the present academical year, boarded and instructed by the Institution gratuitously, most of them having been designated by the Superintendent of Common Schools to fill anticipated vacancies in the State list.

Of the whole number, thirty-three are from the City of New-York, and one hundred and seventy-one from the remaining counties of the State, twelve from other States, and nine from the British Provinces.

It is a matter of high gratification, that the number of deaf mutes from this State, now under instruction, is so large, so nearly approaching to the whole number in the State who ought to be under instruction. Still, we have

reason to believe, that there yet remain, especially in the more remote parts of the State, many deaf mutes of suitable age and capacity, who are withheld from the precious boon of education, by the ignorance, apathy, or mistaken fondness of their relatives. Not a few of our present pupils have, unfortunately, been kept at home, to an age so advanced as to render their progress slow and difficult, and we have reason to fear, that many others have also been kept back, till their chance of instruction has gone by forever. According to the census of 1845, there were, in the State, five hundred and seventy-three deaf mutes, between the ages of twelve and twenty-five, and supposing an average continuance under instruction of only five years, (many continue seven), at least five-thirtieths of that number, or two hundred and twenty, should be constantly under instruction from this State alone, to say nothing of an almost certain future increase of the number of deaf mutes, in the State, proportioned to the increase of population. The average number of pupils from this State, during the last thirteen years, has been only one hundred and fifty-five.

The object of the good men who founded the Institution, and of those who have since labored to build it up, was the ultimate education, not merely of a part, but of all; the elevation to social, intellectual and religious privileges not of a favored few, but of every deaf mute in our borders. To this end it is not enough that an Institution, ranking with the first in the world, in its facilities for imparting a thorough education, has been built up, or that liberal legislative appropriations for the indigent have been made; it is further equally requisite, that there should be an enlightened and pervading public sentiment, which will not permit these unfortunate children to be left at home, in ignorance, after the suitable age of instruction has arrived. We trust that this happy state of things is now not far distant, and as the num-

ber of educated deaf mutes, who have left us to return to their homes, in the remote parts of the State, is, year by year, increasing, each becomes a missionary testifying to the benefits of education to the deaf and dumb, and prompting others, hitherto incredulous, or careless, to send their children to share in the same benefits.

Owing in part to the cause just referred to, and to the efforts made by the Directors and Officers of the Institution, by public exhibitions, by printed pamphlets, and through the newspapers, to excite attention and diffuse information throughout the State, the number of applications for admission into the Institution has greatly increased of late years, and if it shall continue to increase, it will become the duty of the Board to ask for additional legislative appropriations, which, they cannot doubt, will, when found necessary, be cheerfully granted.

The general good health with which our pupils have been favored, during the year just closed, as for several years past, while it calls for renewed expressions of gratitude to Him, at whose bidding diseases come and go, testifies that the situation of the Institution is salubrious, and that the regulations of the family, and the treatment of the pupils, are in accordance with those laws which the Creator has established as the conditions of health. Among more than two hundred children and youth, many of them with constitutions more than ordinarily susceptible of disease, we have to record but two cases of fatal illness, during the year, but in addition, we have to regret the death of a promising lad, by one of those casualties which human wisdom can neither foresee, nor prevent.

Deaf persons would seem to be peculiarly exposed to accidents, especially in the crowded thoroughfares of a great city; but in the case of those who are deaf from infancy, a wariness, proportioned to the danger, usually becomes

habitual, and even instinctive. Hence it is that serious accidents to our pupils have been very rare, and only one other fatal case has occurred, since the foundation of the Institution, among eight or nine hundred deaf children and youth who have, at different times, been under our care.

During the past year, the finishing hand has been put to the additions to, and alterations in, the main building of the Institution, which were particularly described, in our last annual report. It is believed that the building is now as complete, as neat and creditable in architectural finish, and as convenient and comfortable in its internal arrangements, as it can well admit of.

Reference was made, in our last report, to the application to Congress, for the grant of a township of land. The Select Committee of the House of Representatives, to which the memorial was referred, brought in an able report and bill, in accordance with the prayer of the petition, but we regret to say, that from the shortness of the session, and the press of other business, it failed to receive the consideration of the House. Under present circumstances, while the country is engaged in an expensive war, it may not be deemed advisable to renew it. A more auspicious period for its renewal, we yet hope, may arrive. In the meantime, the munificence of the Legislature of our own State will, no doubt, as it has hitherto done, enable the Institution to go on prosperously, in its career of beneficence.

Annexed to this Report, will be found the Report of the Committee of the Board, by whom the usual annual examination, at the close of the academical year, was conducted. In this paper, are contained the minutes of a thorough examination into all the departments of the Institution, and the evidence, thus presented, will enable the Legislature to judge, how far the Institution has fulfilled the objects for which it was founded, and has been so liberally supported.

From this document, it will be seen, that the teaching of trades is successfully prosecuted, in the intervals of study ; the articles manufactured, except in the book-binding branch, being mostly for the consumption of the Institution, with its community of two hundred and fifty souls. In this way, there can hardly be any want of employment from a temporary stagnation of trade ; and the shops are thus more uniformly and certainly made to return to the Institution the cost of superintendence and materials. We have the satisfaction to know, also, that those mechanical branches, for which the wants of the small community of the Institution afford the most steady employment, are also, in general, those for whose products, in all large civilized communities, there will be the most uniform demand.

The importance of mechanical instruction in an institution for the deaf and dumb is, at least, in this country, universally admitted ; and the best evidence of the good effects of our system is found, in the good conduct and success in life, of hundreds of our former pupils.

To this Report of the Committee of Examination, and to the specimens of composition annexed, the Board would likewise refer, for full and satisfactory evidence of the progress of the different classes in written language, and in the other branches of a good English education. There has been no change of instructors, during the year ; and the Board have the satisfaction to believe, that the present faculty of the Institution, as a body, is not inferior to what it has been, at any former period. Four of the instructors are well educated deaf mutes, whose zeal in their employment, and skill in the vernacular language of the deaf and dumb, have rendered them highly efficient and successful, in the instruction of the younger classes. The other seven (including the President who, with praiseworthy devotion to the interests of the Institution, in addition to his many other

onerous duties, teaches a class personally,) are gentlemen of collegiate education, and peculiarly qualified for their employment, by extensive knowledge, long experience and warm enthusiasm in the cause of the deaf and dumb. With a regular and philosophical system, in the printed works of the President, and such men to carry it out, results are attained with the greater number of the pupils, which, a few years ago, were realized only in the case of those few, endowed by nature with uncommon aptitude for mental cultivation.

Like all other arts and sciences, the art and science of deaf-mute instruction are progressive. Our own system is the fruit of many years' experience and study, and its results have been highly satisfactory. It is doubtless susceptible of, and in the hands of our present instructors, will receive farther improvement. The series of elementary works, the publication of which has been commenced, by the President, and which has been so highly useful, in our own and many other institutions, is yet in process of preparation, and its completion will be an era in the history of the art. A work, that shall embody the many improvements, in the processes, of the school-room, made during the last quarter of a century, is still a desideratum. For want of such a work, the preservation of many valuable processes and expedients, for abridging the labor of teacher and pupil, is necessarily, trusted to the uncertain keeping of tradition.

It is now twenty-nine years and eight months since the Institution was opened for the reception of pupils. During the first fourteen years and eight months, three hundred and seven pupils, (an average of twenty-one annually,) were received; and during the last fifteen years, six hundred and twenty-nine were admitted, the annual average being forty-two.

Many of the admissions recorded, during each period, were, however, re-admissions. Deducting these, we find that

the actual number of admissions, during the first period, averaged a fraction more than eighteen annually, and during the second period, a fraction more than thirty-seven.

Taking the whole period in one view, we find the total of admissions into the Institution, since its foundation, has been nine hundred and thirty-five. Of these not far from one hundred and ten were re-admissions. Two hundred and twenty-five remain in school, and six hundred have left. To this number should be added sixty-six former pupils of the school at Canajoharie, who have not also been at New-York; but as about an equal number of those who have been members of one or the other school were from other States, or from foreign countries, the number of deaf mutes from our own State, who have been under instruction, remains not far from six hundred.

Many interesting statistical facts, relating to this large number of deaf mutes, have been preserved in our records, and a portion of them was embodied in some of our reports, particularly the eighteenth. Our information is, however, in many cases, not nearly as complete and accurate as we could wish, and efforts are now being made to supply the deficiencies in our statistical tables, with a view to their publication in a regularly digested form, in connection with the next annual report. If the facts can be collected in a sufficient number of cases, these tables will possess, not merely for those personally concerned in the instruction of the deaf and dumb, but for all friends of the human race, and for all lovers of accurate statistical knowledge, an interest proportioned to the number of cases from which the general results are deduced.

To obtain the facts in cases, in which our present information is deficient, and more especially to ascertain what has been the character and success in life of our large number of dismissed pupils; to obtain data also for instituting

comparisons between educated and uneducated deaf mutes, and for judging of the propriety of encouraging marriages among the deaf and dumb, a printed circular has been sent to our former pupils, or their connections, and to intelligent persons in the vicinity of their residences, embracing questions, with blanks for written answers, with a request to fill the blanks and return the paper by mail. The object of this circular may be promoted by a few words of explanation in this place, concerning the various subjects of enquiry embraced in it.

The first query relates to the cause of deafness, and the age at which hearing was lost. About one-half of our former pupils are supposed to have been born with the sense of hearing, the loss of which has been ascribed to an almost endless variety of the diseases and accidents of childhood. The particular mode of operation, by which this melancholy effect is produced, is, in most cases, involved in mystery, and to this difficulty of ascertaining the nature of the affections which have deranged the organs of hearing, it is probably to be ascribed, that medical treatment is so rarely successful, in cases of profound deafness.

In this view, all the accurate information that can be collected concerning the causes of deafness becomes valuable. Such information *may* suggest to medical men remedies that may be beneficial in some cases of deafness. Though, on this point, indeed, our expectations are not very sanguine, we think it probable that precautionary measures may be devised, by which parents may often prevent a misfortune which, when it has taken place, is usually beyond remedy.

Under this head it would be desirable, also, to have stated the causes which, in some cases of congenital deafness, are supposed to have operated before birth. This point was overlooked in preparing the printed circular. Many mothers, of children born deaf, have ascribed this misfortune to frights,



accidents, or maternal anxiety. While we admit that the connection, between the supposed cause and the effect, is probably, in many cases, a mere coincidence, we are not prepared to say that it is so in all. The matter is certainly worthy of investigation, and if it shall finally be decided, that the imagination or nervous system of the mother has no such influence on the offspring, the mental anxiety of many mothers will be relieved.

Another cause supposed by many to produce a tendency to organic, or constitutional defects in the offspring, such as imbecility in some cases, scrofula in others, deafness in others, is the marriage of near relatives. The number of cases which have come to our knowledge, in which the parents of our pupils were cousins, is quite large in proportion to the number in which this point has been inquired into. We wait, however, for further facts, before expressing a decided opinion on this point.

It is desirable to ascertain what proportion of the deaf and dumb are totally deaf; what proportion can hear acute noises, as the sound of a bell, or of musical instruments, and what proportion are sensible to the loudest efforts of the human voice. Of these last, a very few can learn to distinguish words shouted into their ears, the degree of hearing of the great majority not enabling them to distinguish one word from another.

Quite a number of our former pupils were accustomed to rely on their ability to articulate, more or less correctly, a few words, as a means of necessary intercourse with their friends at home. As, while in the society of the Institution, they have no occasion for this mode of communication, it has been supposed that the faculty would be lost or diminished by disuse. It is believed, however, that this is not the case with those whose ability to articulate is of any practical value. Some, on returning home, have found signs

and writing a more pleasant and convenient mode of intercourse, while those who, at their admission, could speak fluently, have continued to speak, and often more intelligibly by a better choice and arrangement of words, if not by a better pronunciation.

Within a year or two, experiments have been made, in most of the classes of the Institution, to determine how far the articulation of those who retain some ability to speak, or some power of distinguishing spoken words can be improved by regular and judicious exercise. The information, which we may obtain on the points indicated above, will assist in deciding on the expediency of extending this branch of instruction.

Another interesting point of inquiry is the number, names, degree of relationship, and other particulars respecting deaf mutes in the same family, or connected lineally, or collaterally. It is not a little remarkable that, while in the community at large, not more than one child in fifteen hundred is deaf, there should be in certain families, as many as four, five, six, even seven or eight deaf-mute children, and that too, in most cases, without any known hereditary tendency to this infirmity. In many cases also, deaf mutes have deaf-mute cousins, and in others, deaf-mute nephews or nieces.

When there are several cases of deaf mutes in the same family, of which our records furnish more than one hundred instances, we are disposed to consider them as the development of constitutional tendencies derived from one, or both of the parents, and, in some cases, even developed by causes operating after birth. It is remarkable, however, that this tendency to deafness most usually appears in one generation, and disappears in the next. Still, instances are not wanting, in which its effects are traceable through two or three successive generations. We hope, through the re-

searches now on foot, in conjunction with the facts already collected by this and other institutions, to be able to state, with probability, at least, the laws by which this family tendency to deafness is governed, and the proportion of cases in which deaf-mute parents may be expected to have deaf-mute children. This last proportion we know to be much smaller than is generally supposed. It has been estimated that, even when both parents are deaf mutes, ninety-nine, in a hundred of the children, are born in the full possession of all their faculties.

The other queries relate to the character, conduct and circumstances of our dismissed pupils, such as the facility with which they can hold intercourse by writing; their estimation for general intelligence, as compared with the average of persons in their sphere of life; their ability to support themselves; to transact their own affairs, and keep their own accounts; their moral character and estimation in society, and whether they have made and consistently sustained, (as many of them have) a profession of religion. One important branch of inquiry concerns those who have entered the marriage relation, how many of them have married hearing persons, and how many deaf mutes; whether any of their children are also deaf mutes, and whether the children of such marriages give evidence, in point of intelligence, morals and deportment, of proper and judicious parental care.

The answers to these inquiries will enable us to judge, whether our system of education has been productive of all the good results for which we have hoped and labored. In those of our former pupils who have become heads of families, we feel more than usual interest, since their success, in discharging well the responsible duties of their position, is the strongest possible evidence of the value of the education they have received.

Finally, we wish to collect as many facts as we can, bear-

ing on the moral and intellectual development and social position of deaf mutes who have never been instructed, thus enabling us to show the benefits of education more strikingly by contrast.

When we would measure the degree of success attained in the instruction of the deaf and dumb, we must bear in mind the peculiar difficulties in the way of the early mental development of these unfortunate children. Placed, for the most part, in the course of Providence, in families ignorant of the mode of communication with the deaf by a language addressed to the eye, the majority of deaf-mute children have, before they come to us, no medium of communication, save such instinctive gestures as may suffice to explain the simplest wants, to make intelligible the simplest movements of the soul. Some of more than common mental activity, and blessed with kind and attentive companions, have gone farther than this, and established, with their associates, a dialect of signs, rude and scanty, indeed, but sufficient for necessary communications, and even for affording some social enjoyment. Still, as a general rule, the mental powers of uneducated deaf mutes lie nearly dormant, and the faculties of the mind, particularly the memory and judgment remain almost wholly undeveloped. This results not from any original inferiority of faculties, but from the want of hearing, which shuts them out from the commerce of mind, from the acquisition, through the natural channel, the ear, of a language perfected by the successive labors of all the higher minds of the race, and the mere possession of which implies much development of ideas, and furnishes a powerful instrument of thought,—from the stores of traditionary knowledge accumulating for uncounted generations, of which that language is the repository; and more, even, than all this, from the emulative play and struggle of thought and intellect, that so powerfully sharpens the faculties and stimulates the men-

tal development of children who hear. Minds thus isolated from other minds may be compared to the individual plates of a voltaic pile—they require to be put in communication before the electric current of thought can flow.

Children who hear, when their systematic education begins, are already possessed of the great instrument of thought, and communication, language. They have, moreover, acquired a very considerable amount of that traditionary knowledge from which the deaf and dumb are excluded. For the latter, a language must be constructed, piece by piece, not such a language as is most easy for them to remember and use, but one by which they may with comparative slowness and difficulty converse with other men. In teaching the simplest terms of this language, additional labor is often required to explain the ideas which they represent to minds accustomed only to dwell on sensible perceptions.

Hence it is that several years of study and labor, on the part of teacher and pupil, are often required to advance the deaf-mute pupil only to the point at which the school education of a child who hears is begun. With such an immense advantage in the outset, it would be strange indeed, if the latter did not, in general, make greater progress in an equal term of instruction.

Very different from this is the condition of the blind child. It is a great, though prevalent mistake, that this class of unfortunates have stronger or even equal claims on public sympathy. Physically, it is true, the deaf and dumb have many advantages, but intellectually the advantages of the blind are immense. To them come the voices of kindred and friends cheering their material darkness with intellectual and moral light. Education will doubtless increase their comforts, their means of subsistence, but without special education, they already possess the language of their fellow

men, can hear others read, can take part in public meetings, whether social, scientific, or political, and above all, the religious privileges, save private study, which the most favored of their fellow men enjoy.

With these remarks the Board conclude the record of their labors for another year. Relying on the Divine blessing which has hitherto so signally crowned their efforts, they trust that the Institution under their care will continue to advance in usefulness, and in the confidence of the public and of the Legislature.

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*



**LIST OF PUPILS**  
**IN**  
**THE NEW-YORK INSTITUTION FOR THE INSTRUCTION**  
**OF**  
**THE DEAF AND DUMB.**

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**MALES.**

<b>NAMES.</b>	<b>TOWN.</b>	<b>COUNTY.</b>
Aldridge, John .	<i>Chauteaugay,</i>	<i>Franklin.</i>
Andrews, Asahel .	<i>Attica,</i>	<i>Wyoming.</i>
Arnold, Charles H. .	<i>Troy,</i>	<i>Rensselaer.</i>
Barnhart, Jacob .	<i>Potsdam,</i>	<i>St. Lawrence.</i>
Barry, Nathaniel .	<i>Yates,</i>	<i>Orleans.</i>
Bell, John Thomas .	<i>New-York,</i>	<i>New-York.</i>
Benedict, Edward .	<i>Victory,</i>	<i>Cayuga.</i>
Bothwell, Martin .	<i>Clayton,</i>	<i>Jefferson.</i>
Bracy, Thomas .	<i>New-Haven,</i>	<i>Oswego.</i>
Breg, William .	<i>Cohocton,</i>	<i>Steuben.</i>
Briggs, Abraham Lot	<i>Williamson,</i>	<i>Wayne.</i>
Brown, Charles .	<i>Ellisburgh,</i>	<i>Jefferson.</i>
Brown, James W. .	<i>Tioga Centre,</i>	<i>Tioga.</i>
Brundige, Ananias C. .	<i>Pittstown,</i>	<i>Rensselaer.</i>
Bucklen, Simeon D.	<i>West Winfield,</i>	<i>Herkimer.</i>
Burwell, George N. .	<i>Perrysburgh,</i>	<i>Cattaraugus.</i>
Camp, James M. .	<i>Bethany,</i>	<i>Genesee.</i>
Carmer, Moses .	<i>Hopewell,</i>	<i>Ontario.</i>
Chandler, John .	<i>Mexicoville,</i>	<i>Oswego.</i>
Chapple, Solomon .	<i>Stafford,</i>	<i>Genesee.</i>
Charlon, Henry .	<i>Ausable,</i>	<i>Clinton.</i>
Chesebro, Nathaniel H.	<i>Brookfield,</i>	<i>Madison.</i>
Chestney, William .	<i>Saratoga Springs,</i>	<i>Saratoga.</i>
Cilley, Benjamin .	<i>Bolton,</i>	<i>Warren.</i>



NAMES.	TOWN.	COUNTY.
Clark, Matthew . . .	Malone, . . .	Franklin.
Clarkson, James W. . .	Ruhway, . . .	New-Jersey.
Coffin, James E. M. . .	Charleston, . . .	South Carolina.
Cornell, Alvan H. . .	Jamesstown, . . .	Chautauque.
Craft, William . . .	New-York, . . .	New-York.
Cross, Adelmer . . .	Cherry Valley, . . .	Otsego.
Cross, George M. . .	" . . .	"
Cross, Joseph . . .	Isle of Man, . . .	England.
Cuffee, Aaron Lee . . .	Sag Harbor, . . .	Suffolk.
De Hart, Joseph . . .	New-York, . . .	New-York.
Donnelly, William . . .	" . . .	"
Driscall, George . . .	Greene, . . .	Chenango.
Emmons, Jacobus . . .	Gravesend, . . .	Kings.
Evans, Owen W. . .	Western, . . .	Oneida.
Ferris, Charles . . .	West Farms, . . .	West Chester.
Fitch, Harrison E. . .	Vernon, . . .	Oneida.
Garlock, Simeon T. . .	Canajoharie, . . .	Montgomery.
Garrybrandt, Zenas . . .	Havina, . . .	Chemung.
Getman, Ozias . . .	Ephratah, . . .	Fulton.
Gilbert, Gustavus O. . .	Sparta, . . .	Livingston.
Gilbert, William L. . .	Avon, . . .	Ontario.
Golden, Peter R. . .	Hampden. . .	Delaware.
Golder, John B. . .	Jamaica, . . .	Queens.
Graham, George . . .	Greece, . . .	Monroe.
Gravellin, Henry . . .	Essex, . . .	Essex.
Green, Peter . . .	Greenville, . . .	Greene.
Grommon, Truman . . .	Adams, . . .	Jefferson.
Grow, Charles M. . .	Potter, . . .	Yates.
Haight, Henry . . .	New-York, . . .	New-York.
Harrington, Patrick . . .	" . . .	"
Harrison, George W. . .	Williamson, . . .	Wayne.
Harvey, Andrew Kirk . . .	Binghampton, . . .	Broome.
Hatch, Edward . . .	New-York, . . .	New-York.
Havens, David H. . .	Plattsburg, . . .	Clinton.
Henderson, Sylvanus . . .	Champion, . . .	Jefferson.
Hennion, Abraham W. . .	Pompton, . . .	Passaic, N. J.
Hertwick, Francis C. . .	Brooklyn, . . .	Kings.
Hill, David . . .	Onondaga, . . .	Onondaga.
Hills, Joseph B. . .	Fabius, . . .	"
Hogenkamp, Daniel . . .	Haverstraw, . . .	Rockland.
Houston, Jefferson . . .	New-York, . . .	New-York.
Howell, William . . .	Columbia, . . .	South Carolina.
Jewell, Ephraim . . .	Java, . . .	Wyoming.
Jobes, George W. . .	Lloyd, . . .	Ulster.
Jones, Lawrence N. . .	Richland, . . .	Onwego.

NAMES.	TOWN.	COUNTY.
Ketcham, Chauncey	Brookhaven,	Suffolk.
Ketcham, George E.	New-York,	New-York.
Larkin, Charles N.	"	"
Le Duc, Gerard	Ogdensburgh,	St. Lawrence.
Ling, John Edward	New-York,	New-York.
Litts, William	Florence,	Oneida.
Martling, Robert J.	New-York,	New-York.
Matteson, Theodore	Silverbrook,	Chautauque.
Mc Cormick, Robert	Williamsburg,	Kings.
Mc Coy, Zachariah	Oswego,	Oswego.
Mc Donald, John	Gray's Creek,	Canada West.
Mc Kean, Platt A.	Middleport,	Niagara.
Mc Laughlin, Michael	Greenbush,	Rensselaer.
Mc Vay, John	Columbus,	Georgia.
Miles, Wallace	Hopewell,	Ontario.
Milmine, John	Florida,	Montgomery.
Monfort, Cyrenius	Groton,	Tompkins.
Morehouse, Philetus E.	Granville,	Washington.
Myers, William Henry	New-York,	New-York.
O' Hara, Charles	"	"
Pangburn, Emory	Cooperstown,	Otsego.
Parker, Charles M.	Sand Lake,	Rensselaer.
Patterson, Andrew	Streetsville,	Canada West.
Pitt, Charles	Quebec,	Canada East.
Rider, Henry C.	Caroga,	Fulton.
Rider, John H. H.	Westerlo,	Albany.
Rider, William Henry	Brighton,	Monroe.
Risley, George	Hamilton,	Madison.
Risley, Goodrich	"	"
Rosenkrantz, William	Bath,	Steuben.
Ross, Hubbard W.	Litchfield,	Herkimer.
Ryan, John	New-York,	New-York.
Shannon, Hugh	Peekskill,	Westchester.
Simlar, John	New-York,	New-York.
Smith, James O	Minden,	Montgomery.
Smith, Sylvanus B.	Brooklyn,	Kings.
Smith, Wilbur	Bethany,	Genesee.
Southwick, Edwin	Albany,	Albany.
Spicer, Devotion W.	Hoosick,	Rensselaer.
Stauring, Robert	Danube,	Herkimer.
Stewart, Fletcher	Malone,	Franklin.
Stock, John	New-York,	New-York.
Sweetman, Joseph	Homer,	Cortland.
Tainter, John	Stockbridge,	Madison.
Taylor, James	St. Johns,	New-Brunswick.

NAMES.	TOWN.	COUNTY.
Taylor, George . . .	St. Johns, . . .	New-Brunswick.
Thompson, John . . .	South Chili, . . .	Monroe.
Vail, Lewis S. . . .	Goshen, . . . .	Orange.
Vine, John . . . .	Rotterdam, . . .	Schenectady.
Wait, Selah . . . .	Preston, . . . .	Chenango.
Waldron, Warren . .	Northumberland, .	Saratoga.
Wallace, Orville L. .	Stockholm, . . .	St. Lawrence.
Weaver, John . . . .	Ballston Spa, . . .	Saratoga.
Webster, Ahira G. . .	Fredonia, . . . .	Chautauque.
Weeks, William Henry	Yorktown, . . . .	Westchester.
Wells, James S. . . .	New-York, . . . .	New-York.
Whitten, Daniel M. .	Sing Sing, . . . .	Westchester.
Wilder, Austin M. . .	Alabama, . . . .	Genesee.
Wilkins, N. Denton .	Brooklyn, . . . .	Kings.
Williamson, Jaques S.	Gravesend, . . . .	" . . .
Willis, Silas . . . .	Wells, . . . . .	Hamilton.
Williston, Thaddeus .	Ithaca, . . . . .	Tompkins.
Willson, David . . . .	Southport, . . . .	Chemung.
Winslow, James Harvey	Pierrepont, . . . .	St. Lawrence.
Witschief, John . . .	New-York, . . . .	New-York.
Works, William S. . .	Hannibal, . . . .	Oswego.
Wright, William . . .	Boonville, . . . .	Oneida.

## FEMALES.

NAMES.	TOWN.	COUNTY.
Abel, Margaret . . . .	Perryville, . . . .	Hunterdon, N. J.
Anderson, Cornelia .	New-York, . . . .	New-York.
Ashley, Amanda . . .	Rochester, . . . .	Monroe.
Ballou, Lydia Ann . .	Providence, . . . .	Saratoga.
Baily, Phebe Ann . .	Spencer, . . . . .	Tioga.
Barnes, Frances Marion	Utica, . . . . .	Oneida.
Bentley, Joanna . . .	Southport, . . . .	Chemung.
Blauvelt, Catharine .	Clarkstown, . . . .	Rockland.
Boughton, Lucy A. . .	New-York, . . . .	New-York.
Boughton, Augusta G.	" . . . . .	" . . . .
Bower, Sally Ann . . .	Lansing, . . . . .	Tompkins.
Bower, Maria Louisa .	" . . . . .	" . . . .
Bower, Margaret M. .	" . . . . .	" . . . .
Bradford, Charlotte Z.	Crown Point, . . . .	Essex.
Brady, Fanny . . . .	Orange, . . . . .	New Jersey.
Bronson, Sally . . . .	Wolcott, . . . . .	Wayne.

NAMES.	TOWN.	COUNTY.
Buck, Martha DeWitt	Orelia, . . .	Canada West.
Casler, Mary . . .	Dexter, . . .	Jefferson.
Cassidy, Ellen . . .	New-York, . . .	New-York.
Chandler, Helen A. . .	Mexicoville, . . .	Oswego.
Chesebro, Ariadna P.	Darien, . . .	Walworth, Wis. Ter.
Colvin, Josephine Grace	Buffalo, . . .	Erie.
Conklin, Charlotte . .	Springfield, . . .	Essex, N. J.
Cornell, Meribah . . .	Jamestown, . . .	Chautauque.
Cornwall, Caroline . .	Athens, . . .	Greene.
Cutting, Laura S. . .	Gerry, . . .	Chautauque.
Dobbie, Margaret Ann	Mamaroneck . . .	Westchester.
Dodge, Susan . . .	Charleston, . . .	Montgomery.
Donovan, Ellen . . .	New-York, . . .	New-York.
Doty, Rebecca . . .	Sennet, . . .	Cayuga.
Doty, Phebe Ann . . .	" . . .	"
Dye, Olive . . .	Camillus, . . .	Onondaga.
Eacker, Margaret . . .	Mohawk, . . .	Montgomery.
Easton, Elizabeth Ann	Roxbury, . . .	Morris, N. J.
Eggleston, Delia Ann	Henderson, . . .	Jefferson.
Fearon, Matilda . . .	Brooklyn, . . .	Kings.
Foord, Esther Ann . .	Stanstead, . . .	Canada East.
Garratt, Catharine . .	Lyons, . . .	Wayne.
Gilbert, Lucy . . .	Sparta, . . .	Livingston.
Golden, Emeline L. . .	Hampden, . . .	Delaware.
Green, Fanny Maria	Greenfield, . . .	Saratoga.
Hahn, Auguste . . .	Newark, . . .	Essex, N. J.
Harrington, Margaret	New-York, . . .	New-York.
Harrison, Susan M. . .	Williamson, . . .	Wayne.
Herrington, Huldah	Pittsfield, . . .	Otsego.
Hibbard, Martha A. . .	Rochester, . . .	Monroe.
Hilts, Pamela . . .	Depauville, . . .	Jefferson.
Hills, Jerusha M. . .	Fabius, . . .	Onondaga.
Hills, Lucinda E. . .	" . . .	"
Hogenkamp, Emily . .	Haverstraw . . .	Rockland.
Hunt, Maryette . . .	Nassau, . . .	Rensselaer.
Hunter, Helen . . .	Canandaigua, . . .	Ontario.
Ireland, Sarah . . .	Galway, . . .	Saratoga.
Jones, Laura . . .	Remsen, . . .	Oneida.
Langlois, Eleanor . . .	Malone, . . .	Franklin.
Lathrop, Cornelia A. .	Rochester, . . .	Monroe.
Lighthall, Lavinia . .	Minden, . . .	Montgomery.
Lighthall, Eliza . . .	" . . .	"
Mallinson, Mary J. . .	Haverstraw, . . .	Rockland.
McKinney, Mary A. . .	York, . . .	Livingston.
McCoy, Eunice . . .	Oswego, . . .	Oswego.

NAMES.	TOWN.	COUNTY.
McCarty, May . . .	New-York, . . .	New-York.
Mead, Emily . . .	Northville, . . .	Fulton.
Milmine, Helen . . .	Florida, . . .	Montgomery,
Munson, Sarah E. . .	New-York, . . .	New-York.
Northrop, Elizabeth A.	Ontario, . . .	Wayne.
Overheiser, Hannah	Bigflats, . . .	Chemung.
Overton, Phebe . . .	Coram, . . .	Suffolk.
Padmore, Sarah Ann	Keeseville, . . .	Essex.
Palmer, Eliza Ann . .	Moriah, . . .	"
Patten, Hannah M. . .	Saratoga Springs, . .	Saratoga.
Perry, Ann Maria . .	Coburg, . . .	Canada West.
Romeyn, Jane Ann ,	Glenville, . . .	Schenectady.
Seymour, Hannah . .	Vienna, . . .	Oneida.
Sharot, Ann Elizabeth	New-York, . . .	New-York.
Sullivan, Catharine . .	" . . .	"
Taber, Silence . . .	Scipio, . . .	Cayuga.
Tompkins, Ellen Maria	Auburn, . . .	"
Vanderbeck, Elizabeth A.	New-York, . . .	New-York.
Van Zandt, Elizabeth .	Watervliet, . . .	Albany.
Warts, Louisa Ann . .	New-York, . . .	New-York.
Wallace, Janette . . .	" . . .	"
Weyant, Harriet C. . .	Binghamton, . . .	Chenango.
White, Ann Eliza . . .	New-York, . . .	New-York.
Wilder, Zeruah D. . .	Alabama, . . .	Genesee.
Williams, Mary . . .	Orange, . . .	New Jersey.
Willis, Maria . . .	Lyons, . . .	Wayne.
Wilson, Catharine B. .	Fishkill, . . .	Dutchess.
Woodford, Almira . .	Sherburn, . . .	Chenango.

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Pupils supported by the State of New-York, . . .	161
" " " Corporation of New-York, . . .	16
" " " State of New Jersey, . . .	8
" " " their friends, . . .	21
" " " Institution, . . .	19
Total, . . .	225

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## DONATIONS AND SUBSCRIPTIONS.

John Johnston, - - -	\$250	P. M. Wetmore, - - -	\$30
E. D. Hurlbut, - - -	150	James N. Cobb, - - -	30
Moses Taylor, - - -	100	Edmund Penfold, - - -	30
John Bridge, - - -	100	N. H. Wolfe, - - -	30
W. S. Wetmore, - - -	100	Clark Durant, - - -	30
Thomas Tleson, - - -	100	Valentine G. Hall, - - -	30
R. B. Minturn, - - -	100	George F. Adeo, - - -	30
Paul Spofford, - - -	100	W. N. Seymour, - - -	30
Daniel Lord, - - -	100	Caleb S. Benedict, - - -	30
William E. Wilmerding, - - -	100	James Y. Watkins, - - -	30
David Austin, - - -	100	E. W. Clark, Dodge & Co.,	30
William M. Halsted, - - -	100	John Oonthout, - - -	30
Joshua Brookes, - - -	50	R. H. Nevins, - - -	30
Augustin Averill, - - -	50	David H. Nevins, - - -	30
Thomas H. Faile, - - -	50	Henry G. Stebbins, - - -	30
R. L. & A. Stuart, - - -	50	J. Smyth Rogers, - - -	30
Henry Chauncey, - - -	50	Orsamus Bushnell, - - -	30
Edwin Bartlett, - - -	50	George W. Strong, - - -	25
E. K. Collins, - - -	50	William Whitlock, Jr., - - -	25
Henry W. Hicks, - - -	50	Sidney Mason, - - -	25
Moses H. Grinnell, - - -	50	Richard Sands Tucker, - - -	25
D. F. Maurice, - - -	50	Andrew Foster, Jr., - - -	25
Jonathan Thorne, - - -	50	Robert A. Williams, - - -	25
John Ward, - - -	50	Josiah Macy & Son, - - -	25
Robert Kelly, - - -	50	Ferdinand Suydam, - - -	25
Rawdon, Groesbeck & Co., - - -	50	Charles H. Marshall, - - -	20
William Nelson, - - -	50	M. L. Hoffman, - - -	20
Joshua Underhill, - - -	50	Stephen Allen, - - -	20
Joseph Kernochan, - - -	50	Edward A. B. Graves, - - -	20
Joseph W. Alsop, - - -	30	Robert Kermit, - - -	20
Walter R. Jones, - - -	30	David D. Colden, - - -	20
Benjamin L. Swan, - - -	30	Caleb Swan, - - -	20
Ezra Wheeler, - - -	30	Henry G. Storer, - - -	20
Jonathan Sturges, - - -	30	B. Aymar, - - -	20
Henry Hoit, - - -	30	Samuel J. Beebee, - - -	15
Ruel Smith, - - -	30	Mrs. Caspar Meir, - - -	10
Caleb Barstow, - - -	30	William A. Booth, - - -	10
John L. Brower, - - -	30	F. C. Tucker, - - -	10
Charles M. Leupp, - - -	30	Samuel Willets, - - -	10
Wisner & Gale, - - -	30	A. Kingsland, - - -	10
Benjamin H. Field, - - -	30	Walden Pell, - - -	10
F. H. Delano, - - -	30	Cash, - - -	10
James Wotherspoon, - - -	30	do. - - -	10
Drake Mills, - - -	30	do. - - -	10
William Chamberlain, - - -	30	Benjamin Poultney, - - -	5
James McCullough, - - -	30	J. T. Metcalfe, annual subscrip.	3

**From Editors of the Commercial Advertiser, their paper, daily.**

"	"	"	Courier and Enquirer,	"	"
"	"	"	Churchman,	"	weekly.
"	"	"	New-York Evangelist,	"	"
"	"	"	Recorder,	"	"
"	"	"	Christian Intelligencer,	"	"
"	"	"	Adv. and Jour.	"	"
"	"	"	Sentinel of Freedom, Newark,	"	"
"	"	"	Canajoharie Rádi,	"	"
"	"	"	Morning Star, Dover, N. H.,	"	"
"	"	"	Sabbath School Advocate,	"	semi-monthly.
"	B. R. Winthrop, Esq., Protestant Churchman, weekly.				

#### DONATIONS TO THE LIBRARY.

**From B. L. Woolley, Esq. 31st Report of the American Bible Society, elegant copy.**

" Charles Burdett, Esq., copy of his works, 8 vols.

#### DONATIONS TO THE CABINET.

**From Cyrus Curtis, Esq., a pair of Indian snow shoes, from Lake Superior.**

- " David Leavitt, Esq., a pair of Prairie hens, mounted.
- " Dudley Allen, M. D., Kinsman, Ohio, a box of shells and fossils from the coal region, Ohio.
- " P. M. Wetmore, Esq., copper ore, &c., from Lake Superior.
- " C. T. Jackson, Boston, Native Copper, " " "
- " Joseph Delafeld, Esq. a collection of rare Minerals.
- " Messrs. N. & G. Howell, Sag Harbor, Harpoon.

**The New-York Institution for the Instruction of the Deaf and Dumb, its account current with ROBERT D. WHELAN, Treasurer, from January 1st, 1847, to January 1st, 1848.**

EXPENDITURES IN 1847.		RECEIPTS IN 1847.	
1847, Jan. 1, Balance due the Treasurer.....	\$ 6,382 25	From Comptroller of State Pupils.....	\$30,770 63
Paid superintendence, professors, steward and servants.....	10,972 78	David Hall, a deaf mute of the Onondaga	140 00
Groceries and provisions.....	9,887 30	tribe of Indians.....	5,000 00
Dry goods for clothing, and cash advanced pupils.....	1,332 88	" " per act of April 3d, 1834,.....	594 36
Building and repairs—		Corporation of the city of New-York.....	2,300 00
Erection of cottages on 50th street.....	749 34	Treasurer of the State of New-Jersey.....	1 00 00
Stuccoing porches, &c., of Main Building.....	507 32	Paying Pupils.....	3,110 81
Repairs of.....	1,274 00	Donations and subscriptions.....	3,713 00
Feet and lights.....	1,656 54	Sales of clothing, and cash advanced pupils.....	8,144 36
Table Linen, Beds, Bedding, Crockery, &c.....	815 67	Sales of articles manufactured in cabinet shop.....	249 97
Hay, straw, oats, corn, ground feed, &c.....	730 82	Sales of work done in book bindery.....	1,517 75
Smith's bills, repairing harness, &c.....	97 57	" " shoe shop.....	146 51
Stock, tools, and wages for book bindery.....	1,152 69	" " tailor's shop.....	61 91
" " " " shoe shop.....	75 60	Rent of dwelling by use.....	229 00
" " " " cabinet shop.....	466 05	Boarders.....	54 00
Tailor's wages and trimmings for tailor's shop.....	462 14	Sales of hogs, cows, and keeping horses.....	821 43
Gardener's wages, seeds, tools, &c.....	374 30	flour barrels, \$57 90; oil casks, \$10 91.....	69 81
Scoop starch and labor for washing.....	683 31	soap grease, \$5 75; vegetables, \$1; molasses cask, 62 c.	7 37
Medicines and professional attendance.....	297 31		
Books, slates, crayons, and stationery for schools.....	290 55		
Pricing annual reports, Notices, &c.....	348 10		
Binding former reports, 43 vols.....	16 55		
Interest on loan.....	1,400 00		
Insurance.....	2940 23		
Railroad fare, \$57 34; Postage, \$61 65.....	118 89		
Stationery, \$34 38; Directory and Register, \$2 76.....	37 13		
Funeral expenses of Mary Barry and W. S. Galle.....	31 00		
Expenses of delegation to Albany.....	10 35		
Impressions, Inst. Seal, 100, \$7; Discount, \$2 16.....	6 15		
Balance on hand.....	196 37		
	\$41,453 38		\$41,453 38
		1848, January 1, Balance on hand.....	\$196 37

We have examined the above account and compared the entries with the vouchers, and find the same to be correct.

R. L. WOOLLEY } FINANCIAL COMMISSIONERS.  
JNO C. GREEN.

New York, January 30th, 1848.





## PROGRAMME.

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TO HON. NATHANIEL S. BENTON,

*Superintendent of Common Schools, and Ex-Officio Visitor, on  
the part of the State.*

REV. GREGORY T. BEDELL,  
JOHN T. METCALFE, M. D.  
AUGUSTIN AVERILL, ESQ.

*Committee of Examination on the part of the Board.*

*Gentlemen:*—The following paper is herewith submitted in order to facilitate the labors of the Committee to ascertain the condition of the intellectual department of the Institution, and the progress which has been made during the past year.

In the other departments to which your attention will be invited, and which will form the proper objects of your examination, there have been no changes deserving of specific mention. The same system of government and discipline, of instruction in the mechanic arts, of domestic supervision and financial accountability, the fruit of much reflection and no inconsiderable experience in practical details, remains without any material modification. It is the object of the Institution to educate the whole man, and the portions of time set apart to the development of the moral, intellectual and physical powers, correspond to the relative importance which these hold in the constitution of his being, and the sphere of duty in which he may hereafter be called to move. These general remarks, the Committee, in the prosecution of their inquiries, will find exemplified in the different departments to which they are applicable, which will, therefore, supersede the necessity of going into minute particulars.

## TENTH CLASS.

## I. NAMES.

*Males.*

Patrick Morse,  
 Warren Waldron,  
 John Tainter,  
 James Taylor,  
 Michael McLaughlin,  
 Peter R. Golden,  
 Charles Henry Larkin,  
 David Hill,  
 George Taylor,  
 George Rice,  
 Moses Carmer,  
 William Vantine,  
 Albert Norton,

*Males, 13.*

*Females.*

Margaret Eacker,  
 Sarah Ireland,  
 Mary McKinney,  
 Fanny Maria Green,  
 Pamelia Hilts,  
 Emily Mead,  
 Mary Williams,  
 Augusta G. Boughton,

*Females, 8. Total, 21.*

Taught by ISAAC H. BENEDICT.

## II. STANDING.

This class is composed, for the most part, of those pupils who entered after the commencement of the session, and, with one exception, have been under instruction from six to ten months.

## III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with the crayon on the slate, and special exercises on Monday and Thursday.
3. "*Elementary Lessons*." This class has gone over and reviewed one hundred and fourteen lessons of this book, embracing a vocabulary of the different parts of speech, the plural of substantives, the inflections of verbs in the actual and habitual present tenses, the use of the preposition, the article, the conjunction, *and*, the pronoun, and miscellaneous questions and answers.
4. *Numbers*, in figures and words from one to one hundred.
5. "*Scripture Lessons*." This class has learned seven lessons in Section, 1. treating of the nature and attributes of God.

NINTH CLASS.

I. NAMES.

*Males.*

Zachariah McCoy,  
Robert Stauring,  
Andrew Kirk Harvey,  
Walter Scott Guile,  
Abraham Willis Hennion,  
Henry Clawson Rider,  
John James Brown,  
Gerard Le Duc,  
Charles O'Hara,

*Females.*

Elizabeth Ann Northrop,  
Margaret Abel,  
Charlotte Conklin,  
Susan Maria Harrison,  
Ellen Cassidy,  
Cornelia Anderson,  
Ellen Donovan,  
Almira Woodford,  
Catharine Garratt,  
Phebe Ann Baily,

*Males, 9.*

*Females, 10. Total, 19.*

Taught by JACOB VAN NOSTRAND.

II. STANDING.—ONE YEAR.

III. STUDIES.

1. *The Alphabet*, both manual and written.
2. *Penmanship*. Writing with the crayon on the slate, and also on paper with the pen.
3. "*Elementary Lessons*." The class has gone over, and reviewed, one hundred and fifty lessons in this book. In addition to the subjects enumerated under this head, in the studies of the preceding class, they have learned the perfect and future tenses of the verb intransitive, and the use of the definite article, and to combine the different parts of speech, in sentences, according to the laws of construction.
4. *Numbers* in figures and words, some of them to one thousand.
5. "*Scripture Lessons*." Four sections, including the being and attributes of God, the moral and social duties, the immortality of the soul, and God, the Creator of all things.

## EIGHTH CLASS.

## I. NAMES.

*Males.*

Adelmer Cross,  
 Zenas Garrybrandt,  
 James W. Clarkson,  
 Daniel Hogenkamp,  
 John McVay,  
 Henry Charlton,  
 John Witschief,  
 Hines Moore,  
 Ananias C. Brundige,  
 William Rosenkrantz,  
 John Vine,  
 Platt A. McKean,  
 Aaron L. Cuffee,  
 John Hurley,\*  
 Henry Haight.

*Males, 15.*

*Females.*

Rebecca Doty,  
 Phebe A. Doty,  
 Mary Barry,†  
 Eliza A. Palmer,  
 Mary McCarty,  
 Maria Willis,  
 Harriet C. Weyant,  
 Laura Jones,  
 Caroline Cornwall,  
 Emeline L. Golden,  
 Margaret Ann Dobbie.

*Females, 11. Total, 26.*

Taught by FISHER A. SPOFFORD.

## II. STANDING.

In the order of classification, this class holds the rank of **two years**, but one-half is composed of those who, by reason of feeble health, or physical, or mental imbecility have fallen into it from higher classes. Though in respect to this portion of the class, the teacher's toil has not been crowned with promising results, still much credit is due him for his cheerful assiduity and perseverance under many discouragements.

## III. STUDIES.

1. "*Elementary Lessons*," finished from page 167 and reviewed. It will scarcely be necessary to instance specific laws of construction which have been the subjects of attention, as the text can be easily referred to.

2. *Numbers*, in figures and words. Addition.

\* Absent.

† Deceased.

3. *Examples*, dictated and original, illustrative of the principles, have been, in part, the daily exercises of the school-room.

4. "*Scripture Lessons*" to Section VI.

### SEVENTH CLASS.

#### I. NAMES.

##### *Males.*

John Thompson,  
David H. Havens,  
George W. Jobes,  
Thaddeus Williston,  
Theodore Matteson,  
Edward Hatch,  
Charles M. Parker,  
William H. Myers,  
Ozias Getman,  
John W. Chandler,  
William Chestney,  
Joseph De Hart.

*Males*, 12.

##### *Females.*

Sarah Ann Padmore,  
Helen Hunter,  
Emily Hogenkamp,  
Olive Dye,  
Maryette Hunt,  
Ann Elizabeth Sharot,  
Phebe Overton.

*Females*, 7.      *Total*, 19.

Taught by J. W. CONKLIN.

#### II. STANDING.—TWO YEARS.

#### III. STUDIES.

1. "*Elementary Lessons*," finished from 173, and reviewed.
2. *Composition*. Descriptions of objects, short stories, and letter-writing, in addition to the daily written exercises of the school-room.
3. *Arithmetic*. Addition and Subtraction.
4. "*Scripture Lessons*." The class has proceeded as far as Section VII.—"Jacob meeting Rachel."

## SIXTH CLASS.

## I. NAMES.

*Males.*

Orville L. Wallace,  
 Nathaniel H. Chesebro,  
 Ahira G. Webster,  
 N. Denton Wilkins,  
 William Breg,  
 Devotion W. Spicer,  
 Matthew Clark,  
 James E. M. Coffin,  
 George M. Cross,  
 John B. Golder.

*Males, 10.*

*Females.*

Eunice McCoy,  
 Eleanor Langlois,  
 Sally Ann Bower,  
 Ariadna P. Chesebro,  
 Elizabeth A. Easton,  
 Catharine Blauvelt,  
 Delia Ann Eggleston,  
 Lucinda Emeline Hills,  
 Jane Ann Romeyn,  
 Mary Casler,  
 Maria Louisa Bower.

*Females, 11. Total, 21.*

Taught by ISAAC LEWIS PRBT.

## II. STANDING.—TWO YEARS.

## III. STUDIES.

1. "*Elementary Lessons*," finished from page 153, and reviewed from the beginning.

2. "*Course of Instruction, Part II.*" Chapters 1 and 2, embracing "The History of Man," the illustration of words and phrases, and the comparison of adjectives.

3. *Composition.* Exercises illustrating the correct use of the words occurring in the text. Connected thoughts on given topics. Description of objects, letters, &c.

4. *Arithmetic.* Numeration, Addition, Subtraction, Multiplication and Division.

5. "*Scripture Lessons.*" Part I, finished and reviewed. Part II, to the history of Joshua.

6. *Articulation.* Instruction in this branch has been given to three of this class.

FIFTH CLASS.

I. NAMES.

*Males.*

John Edward Ling,  
George Driscall,  
James S. Wells,  
Charles M. Grow,  
James M. Camp,  
John Stock,  
Wilbur Smith,  
William P. Wright,  
Gustavus O. Gilbert,  
Abraham L. Briggs.

*Males, 10.*

*Females.*

Catharine Sullivan,  
Auguste Hahn,  
Lucy Adelaide Boughton,  
Helen A. Chandler,  
Lucy Gilbert,  
Hannah Seymour,  
Joanna Bentley,  
Martha D. Buck,  
Lydia A. Ballou,  
Elizabeth Irwin,  
Amanda E. Ashley.

*Females, 11. Total, 21.*

Taught by D. E. BARTLETT.

II. STANDING.—THREE YEARS.

III. STUDIES.

1. "*Course of Instruction, Part II,*" to page 133, including "The History of Man," the chapter on Comparison, and the Natural History of Animals.

2. *Composition.* Descriptions of objects, letter-writing, exercises daily in forming sentences upon given words, narratives.

3. *Arithmetic.* Elementary exercises with, and without, the use of the slate,—Notation, Numeration, Addition, Subtraction, Multiplication and Division.

4. "*Scripture Lessons,*" to Section XX, through the Old Testament.



## FOURTH CLASS.

## I. NAMES.

*Males.*

Benjamin Cilley,  
 John Weaver,  
 John Kerrigan,  
 Goodrich Risley,  
 John Milmine,  
 Peter Brown,  
 Fletcher Stewart,  
 Asahel Andrews,  
 Daniel M. Whitten,  
 William H. Rider,  
 Cyrenius Monfort,  
 James H. Winslow,  
 Robert J. Martling,  
 Jefferson Houston,  
 John Simlar.

*Males, 15.*

*Females.*

Sarah A. Holdstock,  
 Helen E. Milmine,  
 Elsey C. Bostwick,  
 Eliza Lighthall.

*Females, 4. Total, 19.*

Taught by G. C. W. GAMAGE.

## II. STANDING.—FOUR YEARS.

## III. STUDIES.

1. "*Course of Instruction, Part II.*" The class has gone over, and reviewed, from page 92 to 175.
2. *Composition*, embracing descriptions of simple objects, narratives and letter-writing.
3. *Geography*. "Smith's Quarto Geography," through 18 pages.
4. *Arithmetic*. Elementary Lessons.
5. "*Scripture Lessons*," finished and reviewed.

### THIRD CLASS.

#### I. NAMES.

##### *Males.*

John H. H. Rider,  
Hugh Shannon,  
Alvan H. Cornell,  
Lewis S. Vail,  
John Harrison,  
George W. Harrison,  
Edward Benedict,  
Lawrence N. Jones,  
Truman Grommon,  
Patrick Harrington,  
Philetus E. Morehouse.

*Males, 11.*

##### *Females.*

Meribah Cornell,  
Silence Taber  
Harriet Whitney,  
Janette Wallace,  
Matilda Fearon,  
Margaret Harrington,  
Grace J. Colvin,  
Elizabeth A. Vanderbeck,  
Julia M. Hawley.\*

*Females, 9. Total, 20.*

Taught by THOMAS GALLAUDET.

\* Absent.

#### II. STANDING.—FOUR YEARS.

#### III. STUDIES.

1. "*Course of Instruction, Part II.*" Finished and reviewed.
2. "*Smith's Arithmetic,*" to Addition of Federal Money.
3. "*Smith's Quarto Geography,*" to the Southern States.
4. *Journal Writing*, composition and letters.
5. "*Scripture Lessons.*" Finished and reviewed.
6. *Articulation.* The same experiments have been continued.

## PROGRAMME.

## SECOND CLASS.

## I. NAMES.

*Males.*

George P. Archer,  
 John T. Bell,  
 Simeon D. Bucklen,  
 Martin Bothwell,  
 William Donnelly,  
 Ephraim Jewell,  
 Isaac Levy,  
 Emory Pangburn,  
 James O. Smith,  
 Joseph Sweetman.

*Males, 10.*

*Females.*

Olive Breg,  
 Sally Bronson,  
 Jerusha M. Hills,  
 Eliza J. Kellogg,  
 Edith Lagrange,  
 Lavinia Lighthall,  
 Hannah M. Patten,  
 Catharine Persons,  
 Margaret Vanderwerken,  
 Eliza A. White.

*Females, 10. Total, 20.*

Taught by O. W. MORRIS.

## II. STANDING.—FIVE YEARS.

## III. STUDIES.

1. *"Course of Instruction, Part II."* Nearly finished.
2. *Geography.* Smith's Second Book in Geography, through twelve lessons.
3. *Arithmetic.* Smith's Arithmetic has been studied through Reduction, with practical examples, and the ground rules reviewed.
4. *Grammar.* The definitions of the parts of speech, with examples in parsing.
5. *Composition.* Examples illustrating words and idiomatic phrases given by the teacher, a weekly journal, letter-writing, etc.
6. *The Bible.* In addition to the "Scripture Lessons," a few chapters of the Book of Acts have been committed to memory, on the Sabbath.
7. *Articulation.* This branch has been taught to only one of the class, who is able to read select portions from newspapers and books, with tolerable fluency.

FIRST CLASS.

I. NAMES.

*Males.*

John C. Acker,  
Charles H. Arnold,  
Ebenezer S. Barton,  
Solomon Chapple,  
Joseph B. Hills,  
George E. Ketcham,  
John L. Pickering,  
John T. Southwick,  
Selah Wait,  
William H. Weeks.

*Males*, 10.

*Females.*

Lavinia Brock,  
Mary E. Craft,  
Wealthy Hawes,  
Martha A. Hibbard,  
Emily A. Hills,  
Prudence Lewis,  
Christiana J. Many,  
Anna M. Vail,  
Isabella Wilson,  
Louisa M. Young.

*Females*, 10. *Total*, 20.

Taught by J. ADDISON CARY.

II. STANDING.—SEVEN YEARS.

III. STUDIES.

1. *Physiology*. Griscom's First Lessons in Human Physiology. Portions of this work have been committed to memory, and the remainder explained and thoroughly examined.

2. *Arithmetic*. Smith's Arithmetic has been used, with such original exercises as would impart a more practical knowledge of the science.

3. "*Course of Instruction, Part II.*" Pages 9 to 28, 221 to 241, committed to memory, together with selections from other parts which have been reviewed.

4. *Geography*. Morse's Geography has been reviewed.

5. *History*. Barber's Elements of General History—select paragraphs committed to memory; the remaining portions read and explained.

6. *The Dictionary*. Lessons in Webster's Dictionary, embracing definitions and sentences illustrative of the signification and use of words.

7. *The Bible*. The passages explained daily in the Chapel have been read, with the context, in the school room by each of the class, with the assistance of the teacher. The lessons for the Sabbath have been in the New Testament, a few verses being committed to memory at each lesson, and answers written to questions in the twelfth volume of the Union Questions.

8. *Composition.* Daily written exercises on their various studies, a weekly journal, letters, conversations, &c.

9. *Articulation.* Five of the class have attended to articulation.

10. *Miscellaneous.* Instruction on incidental topics, referring to literature, science, modes of doing business, etc., with a view to enlarge their circle of knowledge, and prepare them for the active duties of life.

NOTE.—It will be perceived by reference to the foregoing Programme, that the subject of Penmanship is not embraced in the list of studies taught in the respective classes. The omission is not owing to the fact that it has not been attended to, but it has been reserved for a more specific notice. More than ordinary attention has been paid to it, a portion of each day having been set apart for the instruction of the classes, in turn, under the direction of Mr. J. ORVILLE OLDS, who, for the last few months, has devoted two or three hours daily to the teaching of this necessary and useful branch of education, more from the love of it, than from the hope of pecuniary reward. The system of Mr. Olds is philosophical in its arrangement, readily comprehended and of easy acquisition. I would respectfully refer the Committee to the writing books and other specimens of chirography of the pupils, for an illustration of the principles of the system, and for evidence of the success which has followed the efforts made to impart instruction, in this branch so essential to their intercommunication with the speaking world, and to the transaction of business. This arrangement with Mr. Olds is only a temporary one; for after the teachers shall have become familiar with the principles of this system, it will be left to them to put it in practice.

Should this system be introduced into our primary schools, I cannot doubt that it would effect a great saving of time, and lead to the formation of correct habits, and an easy and rapid style of writing.

All which is respectfully submitted.

H. PRINDLE PEET,

*President.*

INSTITUTION FOR THE DEAF AND DUMB.

*New-York, July 14th, 1847.*

# REPORT

OF THE

## COMMITTEE OF EXAMINATION

OF THE

NEW-YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB,

SUBMITTED BY DR. METCALFE.

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THE Committee of the Board of Directors of "The New-York Institution for the Instruction of the Deaf and Dumb," appointed to conduct its annual Examination, for the academic year, ending July 14th, 1847, beg leave to

### REPORT:

That, in fulfilment of the pleasant duty assigned to them, they occupied the 13th and 14th days of July, in inspecting, generally, the various departments of the Institution, and in examining, as minutely, as their time allowed, each class of pupils, under instruction.

The Committee cannot refrain from expressing the great disappointment caused by the absence of the Hon. N. S. BENTON, Secretary of State, whose illness deprived them of his valuable aid and co-operation. It was understood that Mr. BENTON intended to be present, until within so short a period, before the Committee entered upon the discharge of their duties, as to prevent the appointment of a representative in his stead.

The Committee commenced their tour of inspection, by a visit to the work-shops, in which the pupils were occupied in the various useful pursuits, to an acquaintance with which, so many of them will be indebted for the means of procuring a livelihood, when thrown upon their own resources. On entering the cabinet-

making department, several articles were exhibited, the work of the young men, which reflected great credit on their skill, and taste. The Committee would especially notice a secretary, veneered with mahogany, which would have done credit to older and more experienced hands. We were also shown tables, bureaux, inlaid boxes and pieces of furniture, remarkable for their neatness and workman like execution. From this branch of the industrial department, the Institution is partly supplied with such furniture and fixtures as come properly within its province; and here, at a trifling expense, the necessary repairs for the same, are made. Here, too, as in the other work-shops, the visitor cannot fail to be struck with the earnest, happy, cheerful countenances of the pupils. Their work seems to be a pleasant recreation, rather than a laborious toil and all appear to be animated by the consciousness, that they are securing to themselves, in improving the advantages and opportunities placed within their reach,

"The glorious privilege  
Of being independent."

This, will be seen by reference to some of the appended pieces of composition, in which, as in many others, written on the spur of the moment, themselves choosing the subject, the pupils have shown the liveliest sense of gratitude to their benefactors, for an education which enables them, manfully and hopefully to enter upon that part of existence, in which reliance must be placed, mainly on their own unaided exertions.

The book-bindery, the shoemaker's and tailor's shops, were next visited. Each of them is a large, comfortable apartment, in which due regard is paid to the hygienic requirements of space, light and ventilation. In all these, were observed the same evidences of industry, skill and order which so justly demanded the tribute of admiration, in the cabinet-making department; and from them, the Institution receives efficient aid, as makers and menders. From the fact that many of the pupils present were clothed, and shod by the work of the hands which were so actively employed, during the Committee's visit, ample proof was afforded that the articles presented for inspection were in no way different from those ordinarily turned out by the young work-men, and that nothing was made for show, merely.

The scrupulously neat and tidy appearance of the male and female dormitories next claimed the Committee's attention and bore witness to the good habits of order and cleanliness, which the excellent Matron of the Institution—Mrs. STONER—is so assiduous in inculcating. The beds and bedding are all that could be desired. Every care is taken, by properly regulated ventilation, to secure a full supply of fresh air, during the hours of rest; and thus, notwithstanding the large number accommodated in the sleeping apartments, the practice of respiring the same atmosphere, many times over—not less common than prejudicial to health, is avoided. Within the last year, but one death has occurred. This was the case of a young lady who fell a victim to one of those constitutional affections, to arrest which is, with scarcely an exception, beyond the reach of human art.

It gives great pleasure to the Committee to state, that during the illness of the pupil referred to, frequent opportunities were given to witness the motherly kindness shown towards the unfortunate sufferer by the matron and her assistants, the anxious solicitude and attention of the Principal and the untiring efforts of the attending Physician, who left untried no remedial means which skill and professional experience could suggest. The tender and devoted care with which the pupils are treated, during illness, should be made generally known; as it cannot fail to have the effect of imparting comfort and consolation to those parents and friends who reside at such a distance, as to render frequent intercourse with the inmates of the Institution difficult or impossible.

The remarkable exemption enjoyed by the pupils from the ordinary ills to which the flesh is heir, has been, to strangers and, indeed, to those who have had frequent opportunities of observing and contrasting their condition with that of equally numerous bodies of young people apparently similarly situated, a frequent source of comment and surprise. The Committee think this is owing, partly, to the salubrious position of the Institution, high, dry and exposed to every breeze that blows, but much more would they attribute it to the habits of industry, of order, of temperance—to their education in, and appreciation of, the rules of



Hygiene, and to the admirable course of mental and moral instruction, under the direction of the accomplished Superintendent, which has already acquired for him, a reputation so wide and so well deserved. The influence of the mind over the body is one so universally recognized, as to require no demonstration, at the present day. Were it otherwise, we could scarcely have a stronger proof of its reality, than that afforded by an intimate acquaintance with the pupils of this Institution.

The Steward's Department, store-rooms, kitchen and garden were visited, in turn. They gave proofs that the same system which has produced such excellent results, in other parts of the establishment extends its influence to these, also. In the garden, which is well supplied with fruit and vegetables, a small number of male pupils is employed, in learning the art of horticulture; thus making themselves presently useful, at the same time that they secure the means of gaining an honest and creditable livelihood, in future. By reference to the character of the trades to which preference is given, in the education of the deaf and dumb, it will be observed that those are selected which promise the most steady and reliable chances for employment, to citizens of the world without; whilst the Institution benefits and is benefited, by affording a market for their products, during the apprenticeship of the producers. Their own experience thus serves them to judge of the quality of their work, whilst opportunities for comparison stimulate them to a rivalry of the proper sort.

Since the last annual examination, the deficiencies of space and comfort in the apartment devoted to public worship and to the quarterly meetings, of visitors, directors and pupils, have been supplied, by the completion of the Chapel. This has been finished in a style of elegant simplicity and answers, admirably, the purposes of its construction. It affords ample room to seat, very comfortably, all who may attend the annual and quarterly gatherings, within its walls, and is so arranged as to present, from every point, an unobstructed view of the platform, on which the religious and academical exercises are conducted. The Chapel is placed in the centre building, the upper two stories of which it occupies, in part. In length, it is 60 feet, in breadth, 30, and from the floor to the dome, 23. Light is admitted

from this latter, which would most effectually complete the proper ventilation of the room, were the windows, below, and in rear of the seats so constructed as to open into the chapel itself. This would be an improvement highly appreciated during the summer months, when the heat is occasionally found oppressive, owing to the defect alluded to, by which the air is prevented from circulating freely. This room was completed in the latter part of November 1846, and was consecrated to the service of Almighty God, on the second of December, following, by appropriate and impressive exercises, in which Rev. Stephen H. Tyng, Rev. Doctor Adams and the President took part.

During the present Summer, the alterations and additions contemplated last year, have been carried into effect. The wings and connections with the main buildings have been finished, giving an increased front of one hundred feet, and adding fifty per cent. to the former means of accommodation. The exterior is handsomely stuccoed, in imitation of free stone, and the whole edifice, as it now appears, may be considered one of New-York's most striking and beautiful embellishments.

It is customary to commence the duties of each day by assembling in the Chapel, where morning worship is performed. A passage of Scripture is written on one of the large slates, in such distinct characters, as to enable every pupil to read it, from his seat. This answers as the text for a short discourse or sermon, by the President and Professors in turn, and the services are closed by a prayer, in the same eloquent, impressive, silent language of signs, which had been used in their exposition and comments. The devotional services of this morning were conducted by the President. The strictly decorous behavior and reverential attention of this congregation of unfortunates, testified to the deep interest with which the explanation of the passage quoted, (John iv. 24) inspired them, and deserve the Committee's warmest commendation. The minute acquaintance of the higher classes with all parts of the Scriptures, and of the lower with such portions as they have studied, is surprising to an extraordinary degree. Many and varied questions were proposed by the Committee, the answers to which showed a familiarity with the contents of the sacred volume, no less gratifying than unlooked for. Religion

seems to be the star which guides their steps along the dark and doubtful path of life, and whose promises of hope and Heaven are to lend charms to the comparative solitudes of those after-days, which will be passed among the busy haunts of men, in the toils and struggles of man's earthly career. They know and feel that there will, then, be ever at hand, to counsel, direct and comfort them, no such kind and friendly companions, as their preceptors of early days and pleasant memory. Their trust must then be reposed in that God whose attributes they have here learned, and whose kind guardianship will never forsake those who do not forsake Him.

After the morning exercises, the Committee proceeded to the examination of the different classes, commencing with the least advanced.

### CLASS X.

The members of this class have been under instruction for various lengths of time, between six and ten months.

Most of these pupils were seen by the Committee at the date of their admission. At that time, they might be said, without exaggeration, to be in utter ignorance, in many cases, even of their own names. Under the judicious instruction of Mr. BENEDICT, himself a deaf mute and a graduate of the Institution, they have, with a few exceptions, learned to write with perfect distinctness—know the names of many objects and qualities, which they readily write on the slate, when indicated in sign-language—write numbers, in words and figures, from one to one hundred, and show a most gratifying knowledge of the nature and attributes of God. Such questions as the following were readily answered, by request, in the vernacular of the pupils:

Where is God? All around. Everywhere.

What is God? God is a spirit.

Does God love us? Yes, very much.

Is God ever seen? No; can't see a spirit.

What does God do to bad people? Punishes them.

Does he punish every one? No, not the good.

When it is considered that written English is to them as much a foreign language, as Arabic is to ourselves, no one can fail to be struck with admiration at the proficiency exhibited by the majority of this class, account being taken of the incredibly short time that has elapsed since they knew, literally, nothing. Forming the plural of regular and irregular nouns, the use of the present tense of the verb, of the article, pronoun, etc., were satisfactorily demonstrated to be well understood by them.

Several pupils, of this class, struck the Committee, as being inappropriate objects of the State's bounty. To the common infirmities, under which all the beneficiaries of the Institution labor, there is superadded in the above-mentioned cases, an intellectual darkness which nature has placed beyond the reach of enlightenment. They might, with propriety, be transferred to another of New-York's great charities, as they here receive no educational benefit, and interfere with the prospects of others, whose faculties only need cultivation, to ensure their development.\*

#### CLASS IX,

Next in order of examination, contains twenty members, and is of one year's standing. Mr. JACOB VAN NOSTRAND, for nine or ten years past connected with the Institution as a Professor, has been their instructor.

This class had learned the use of the perfect and future tenses of the verb, both transitive and intransitive, and of the definite article; and was able to construct sentences, in writing, with great facility. The subjoined compositions, given without corrections, will serve to show how successfully they have mastered the rudiments of their new language, and will speak more for their attainments than words of the Committee could do.

{ INSTITUTION FOR THE DEAF AND DUMB  
 { New-York, June 11, 1847.

MY DEAR PARENTS;

I am well. I am happy here in the Institution. I am not home-sick. I like to talk with the deaf and dumb boys. I often

\* The Committee have been lately informed by the President, that the removal of the pupils referred to, has taken place, in virtue of instructions received from the Superintendent of Common Schools.

play with the pupils. I like Mr. Peet. I like my teacher. Mr. Van Nostrand is my teacher. I can write on the slate with crayon. I wish to see my parents, brothers and sister very much. I hope to see them again. I think Smith does not know me. I like to work in the cabinet shop. I can make some things. David has been in the Institution. I hear our folks are all well. I wish to see Smith again. I can study many words. I shall to go home next vacation. Eunice is well. She is not home-sick. She wishes to talk with her sister. I will play with my brothers next vacation. I wish to see Miss E. McNiel. She has often talked with me.

Your affectionate son,

Z. McC.

• Mr. J. S. McC.

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{ INSTITUTION FOR THE DEAF AND DUMB.  
 { New-York, June 11, 1847.

MY DEAR PARENTS;

I am well. I am learning my book. I like Mr. Peet. I can write on the large slate with a crayon. I am very happy. I am talking with my teacher. Mr. Van Nostrand is my teacher. I like Mr. Van Nostrand. Mr. Peet is old. He has been young. Those monkeys are comical. I have seen two large elephants. Master Guile and Master Rider have gone to the city. Many boys play on the lawn. A strong horse can carry two men. Many boys and girls have ridden in the rail-cars. I like the Institutions. I am happy here. I am folding books. I wish to go home. I have seen my father. I am careful of my clothes. I wish to see my brothers. Four horses are drawing a stage. That little child is playing with a kitten. Some ladies are sitting on a sofa in the sitting-room. Some ladies are not deaf and dumb. Many ladies and children are walking on the street. I have seen animals. Many boys and girls are learning books. I can write on paper with a pen. I can play with a ball. Many people are riding in the locomotive and cars.

Your affectionate son,

H. C. R.

Mr. L. R.

{ INSTITUTION FOR THE DEAF AND DUMB.  
 { *New-York, June 12, 1847.*

MY DEAR PARENTS;

I am well. I am happy here. I am learning my book. I can write on the slate with a crayon. I can write with pen. I like the Institution. I like Mr. Peet. I like my teacher. Mr. J. Van Nostrand is my teacher. I am folding books. I will be a shoemaker next Fall. I received a letter from you that Peter was married last week to Miss Ann E. Wouster, in Oswego. I am sorry, for he has left us alone. Chas. E. Johnson has sold out the farms to father. Peter and Chas. both have gone away.

Father and mother were alone. You have got another horse and wagon since I left. Grand-mother was very sick when I left. I have not heard from her. I want to hear very much. Father, try and write as often as I can, and you must try and write as often as you can. No more at present.

Your affectionate son,

A. K. H.

Mr. J. R. H and Mrs. E. H.

The pupils evinced very creditable advancement in numeration; many of them being able to write, in words and figures any number between one and a thousand.

Their examination in the first four sections of the Scripture lessons, met with the entire approbation of the Committee. In all their exercises, they manifested the same absorbing interest in the subject before them and the same eager desire to excel, which pervades the whole body scholastic of the Institution. Praise is due for the general excellence of the penmanship.

### CLASS VIII,

The next examined, consisted of twenty-six members at the commencement of the academic year. At the time of the examination its number was reduced to twenty-four, three of whom were absent from the exercises, one being the case of fatal illness referred to, in the early part of the report. In the language of

the Programme, prepared for facilitating the Committee's labors, and for which they feel themselves much obliged to the President, "This class holds the rank of two years, in the order of classification, but one-half is composed of those, who by reason of feeble health or mental imbecility, have fallen into it from higher classes. Though in respect to this portion of the class, the teacher's toil has not been crowned with promising results, still, much credit is due him for his cheerful assiduity and perseverance, under many discouragements."

As a matter of course, it is not to be expected that, in soils of different fertility, even with equally good husbandry, the yield should be in the same degree abundant. The Committee feel assured, however, that the energetic talent and persevering industry of Mr. STORFORD, himself a deaf mute, have accomplished everything that lay in a teacher's power. Even with the comparatively small amount of knowledge possessed by the least advanced, they find no difficulty, by a combination of such words and simple sentences as they have learned, in holding all necessary intercourse with their friends. How happy a state, when compared with the degraded and absolute ignorance of their former condition! Although, at their separation from the Institution, some few may not be able to read or to form connected sentences of any length, in ordinary language, they will, nevertheless, have gained much practical information, useful and necessary in the actual concerns of life. They will have learned to take care of themselves, to know their own rights and to respect those of others. More than all, by the instruction given in sign-language, which the least mentally gifted are enabled to receive, they will have acquired those ideas of the great scheme of Revelation, of which they could have never had the most obscure conception, but for their education here; and from which, they derived happiness in this life and hopes of the one to come. Surely, the Christian philanthropist must look with deep pleasure on the attainment of such a result.

At the request of the teacher, one of the Committee related the following story, which was translated into sign-language, and afterwards written out on the slates by the pupils:—

A man wearing a red cloak was seen by a bull, which ran after him and tossed him into the air with his horns.

Literally translated from the language of signs it would have read thus :—

A man cloak red wore; bull man saw; ran towards man; threw man up.

It was written as follows on one of the slates :—

“A bull saw a man wearing a red cloak. He ran after the man and threw him up in the air.”

The pupils were given the names of several animals, with a request that they would write descriptions of them. How well they succeeded will be seen by the accompanying pieces :—

*A Horse* is an animal. He has four legs, and two ears. He has eyes to see with. He has a tail to drive away flies with. He has a nose and a head. He has legs to walk with. He has teeth to eat with. He eats grass, hay, oats and straw. He loves to drink water. He is large and strong. He can carry two men. He can jump, or walk, or run, or kick. He lies down and sleeps at night. He does not give us milk.

*A Puppy* is an animal. It has ears and legs. It has a tail and eyes. It has teeth to bite with. It plays near a house. It eats meat, potatoes, or cheese. It licks milk with its tongue. It will be a dog. It barks at a cow. It lies in a large kennel, and sleeps at night. It bites a pig's ear with its teeth. It cannot climb up a tree.

*A Pigeon* is an animal. She has soft feathers. She has a bill and two wings. She has two legs and two eyes. She has a bill to eat with. She can hop and fly. She walks about the barn often. She eats grain and worms. She built a nest in a box. She lies eggs and sets on the eggs. Soon she has some young pigeons. She teaches them fly about. She takes care of them. She *feeds* them with grain and worms.

Next on the schedule, for examination, was



## CLASS VII.

This class was composed of nineteen pupils—had a standing of two years, and had been under the instruction of Mr. J. W. CONKLIN, another graduate of the Institution, to whom the same praise for duty faithfully performed should be given, that was awarded to the preceptor of the preceding class. There were fewer inequalities of mind among these pupils than in the division last spoken of; and an agreeable surprise was afforded the Committee, in witnessing the rapid progress they had made, during their brief term of pupilage.

The following piece will exemplify the facility with which this class translated into our language, what had been told them in that of signs.

One of the Committee was requested by the teacher to relate some story, which the deaf mutes would write out on their slates.

“A man was walking along the road with a scythe over his shoulder. He saw a snake in the road, which he tried to kill with the scythe handle, but he cut off his own head instead.”

In literal sign-language the words would thus be placed:

“Man road walking continually, scythe shoulder on, snake ground on saw, snake try kill scythe, head off.”

The following was copied from a slate:—

“A man was walking on the road. He carried the scythe on his shoulder. He saw a snake on the ground. He tried to kill the snake with the scythe, and cut off his own head.”

On *hearing* the above story related, the pupils, by their faces and gestures, gave ample evidence that the point of the joke was fully appreciated by them.

In addition and subtraction, nearly all the questions and problems were promptly and properly answered and solved. Their knowledge of the Scripture Lessons, up to the eighth section, was, as might have been expected—from their general intellectual acuteness and proficiency—most satisfactory to the Committee. The story of Jacob and Esau was given by them in their own language, with great expression and correctness. Again they

subjoin the following uncorrected exercises, to give specimens of the facility with which the Deaf mutes compose, in English.

As in the former class, each pupil was given the name of some animal to incorporate in a descriptive sentence :

*"An Elephant* is an animal. He has large legs and a short tail. He is very large and strong. He has no soul. He has a trunk. He has two tusks. He lifts a man with his tusks. He can carry a man on his back. He can crush to death a man or a lion with his legs. He draws water into his trunk. He eats grass, hay, salt, corn stalks. He cannot run fast. He drinks water. His body is covered with his rough skin. He lies down and sleeps, at night.

*A Deer* is an animal. He has four legs and a tail. He has two eyes and a tongue. He has horns. He has eyes to see with. He has a tail to drive away flies with. He is large and strong. His body is covered with hair. He loves to eat green grass. He does not work for a man. He lives in the wood. He lies down and chews the cud. He lies down and sleeps at night. He can fight with another deer. He can see in the dark. He can jump over a high fence.

*A Hen* is an animal. She has two legs and a bill. She has soft feathers. She is very smart. She fights with her wings and bill. She has two legs to walk or run or jump with. She scratches the ground with her claws. She eats corn, grain, berries and worms. She loves to drink water. She will never swim in the water.

## CLASS VI

Next occupied the Committee's attention. This numbered 21 pupils, and had a standing of two years. Mr. I. L. Peet had been the Instructor.

The Committee would but repeat their former remarks, were they to enter into details, in expressing the favorable impression made by the majority of this class. Their performances satisfactorily evinced that the assiduity and tact of the instructor had

been seconded by the eagerness of the pupils to acquire information.

The following questions were correctly and without hesitation, answered :—

Who was the first man ?  
 Who was the first woman ?  
 How long since the creation of Adam and Eve ?  
 What did God forbid them to do ?  
 Who was sent to save repentant sinners ?  
 Who led the Israelites after Moses' death ?  
 What command did Joshua give the sun ?  
 What character had the people of Canaan ?  
 How did God treat them ?

The class were requested to show that they understood the inflection of verbs and the meaning of *buy*, *sell* and *gain*, and their power to compose.

"Two years ago, a wise man in Fredonia *bought* seventy poor sheep, of another man, for sixty-five dollars. He sent his servant to feed them with meal, oats and corn for a few months, to *make* them fat. When he *sold* them to a butcher for one hundred dollars. He *gained* thirty-five dollars. He was very proud, because he was a rich man."

Some were requested to give accounts of themselves—It was thus done, by two, whose autobiographies were chosen, at random.

"I am 14 years old. When I was an ignorant girl at home, I saw my father make boots, shoes and slippers &c. I could not read any books when I was an ignorant girl, but when I came here to the Institution to learn to read. My teacher often teaches me in this class. He is a good man. When I came here I wondered, because the deaf and dumb pupils improved fast and I was willing to improve also.

"L. E. H."

"I live in Cohocton, Steuben Co. N. Y. I am 14 years old. My mother lives in Steuben and she is well. A few years ago, my father died and I was very sorry for him. My mother is a

widow. My mother is a tailoress. I have never heard and spoken. I am a deaf and dumb boy, but I am not sorry. I will leave this school room. I will go home and work in a cabinet shop, or meadow, or corn-field, or dig potatoes.

“W. B.”

Appended, are several specimens of compositions as they came from the pupils' hands.

### CLASS V

Numbered twenty-one pupils and had a standing of three years.

After a few preliminary questions, put with a view to test their knowledge of the different parts of speech, each pupil was requested to write some adjective which might be applicable to the bit of chalk shown them by their teacher. The following was the result, and a moment's consideration will show that the task was by no means an easy one, as no time was given for reflection. There were twenty-one pupils, only one of whom, who had not an adjective different from the others:—“dry, cheap, useful, light, white, visible, square, oblong, material, cruel, (because it sometimes hurts the fingers,) good, hard, nice, fine, broken, smooth, insensible, mineral, inactive, bad, (because it scratches.)” It was next desired that a verb should be written by each one, having chalk for the subject:—without hesitation, they wrote thus:

“It rubs. It writes. It falls down. It spoils by scratching. It is used. It breaks. It was brought from France. It hurts my fingers. It was bought in the city by Mr. Peet. It was cut off before it is used. It is not intelligent. It is held in our hands. It lies in the box. It helps us write. It rolls on the desk.”

*A preposition* of their own selection was thus incorporated.

“We put the crayons *between* our thumbs and fingers.”

“Boys often eat breakfast, after they like to play *on* the lawn.”

“Mothers hem their handkerchiefs, by pulling *through* their needles and thread, or twist thread.”

“I saw a large eel swimming rather crookedly *through* the brook *by* its fins.”

"Some girls walk *upon* the ground."

They were asked what part of speech *when* is. To this they replied correctly, and showed, as follows, their power to embody it in a sentence of their own constructing.

"*When* my teacher's pupils are going home this vacation, they will be glad to see their parents."

"Some boys drive their father's oxen home *when* they find them in the field."

"I guess Mr. Bartlett feels happy *when* those gentlemen say his pupils are improving."

"An old man laughs *when* the women scold the babies."

"Some wicked boys mock, *when* a drunkard lies in the gutter like a hog."

In Arithmetic, and in the exercises on the Scripture Lessons, equally gratifying results were shown to have been attained. Questions on Natural History were answered with such truth and expression, in the beautiful pantomime of the deaf and dumb, wherein two pupils of this section are particularly excellent, as to render the interpretation of Mr. Bartlett nearly unnecessary.

The accompanying original compositions struck the Committee as well worthy of attention. They are given, precisely as they were when handed in by the pupils, and bear internal evidence of originality too strong to be mistaken.

"The Soul." "The Angel in Heaven."

#### CLASS IV.

Of four years' standing, was examined by the Committee, with the assistance of its preceptor, Mr. G. C. W. GAMAGE, a deaf-mute graduate of the Institution, whose beautiful pantomimic representations of the passions, and graphic descriptions of events, have so often elicited praise on former occasions. The results of the examination fully justify the Committee in adding their testimony to that of their predecessors, as regards the patience, skill and flattering success of this gentleman.

To illustrate the proficiency of this class, in general information, the Committee proposed a variety of questions in Arithmetic, Geography, Grammar, etc., which were answered in a highly satisfactory manner. For particular specimens of the exercises reference is made to the following transcripts from the slates, and to the accompanying compositions.

The phrases, "about to," "on the point of," "for the sake of," were given them, to be used in constructing any sentence they chose.

"I think, perhaps, it is *about to* rain this evening."

"A boy was *about to* fall from a high tree."

"The Americans were *on the point of* taking Santa Anna."

"A rich gentleman was *about to* marry a lady."

"The Indians were *on the point of* killing Capt. Smith."

"The pupils will proceed to the city *for the sake of* their health."

"Many men often go to the west to shoot deer and beavers, and then they cut off their skins *for the sake of* selling them, because they are very valuable."

"Some gentlemen were picking some beautiful flowers *for the sake of* presenting them to their beautiful ladies."

The Committee take pleasure in bearing witness to the accurate manner in which the pupils answered questions on the different races of man, the forms of government, the varieties of climate, of productions, &c. The equator was defined to be "a line round the middle of the earth, where it is hottest."

The following compositions are by members of this class:

"The Life of Jesus." "The Sting-ray."

### CLASS III.

Was the first submitted for examination on the morning of Wednesday, the 14th July. It numbered nineteen members, eighteen of whom were present, under the able superintendence and tuition of Mr. GALLAUDET.

In all the studies to which they had attended, highly commend-

able progress had been made. In Arithmetic, the problems prepared by the Committee met for the most part with ready solutions, and showed perfect competency in the pupils to transact such business affairs as would require a knowledge of elementary mathematics. In Geography, especial attention was given to questions concerning the soil, climate, inhabitants and productions of our own country; the course of rivers traced, and the boundaries of different states told with great correctness. Instances of false grammar were given to be corrected. This was a new exercise, but the promptness with which the majority of the class performed what was required of them, served clearly to demonstrate that the principles of our language had been well impressed on them. Equally deserving the Committee's approbation was the manner in which the questions on Scripture history were answered.

Subjoined are specimens of compositions by the third class :

“Gen. Zachary Taylor.” “Schroon Lake.”

## CLASS II.

Instructed by Mr. O. W. MORRIS, had a standing of five years. Of the twenty pupils composing this class, three were absent.

The text which had formed the subject of discourse at morning worship in the Chapel, was by request written on the slates. The exactness with which this was done, and the intelligent explanation of its different parts by the class, gave the Committee a pleasing proof of their habitual attention to religious service, and of their fully comprehending the exposition of the President, Mr. Peet, who had conducted the exercises.

The same course was pursued with this class that had been adopted with the others. In showing their power to use the verb in its various inflections; in parsing; in their mathematical and geographical studies, and in their corrections of false grammar, they evinced so much cleverness as to merit a repetition of the praise which had, on previous occasions, been justly and cheerfully bestowed on themselves and the talented gentleman who has so successfully trained their minds during the past year.

The following pieces will attest their powers of original composition :

"Letter to Hon. S. Young." "Letter to Hon. N. S. Benton."  
"Birds."

### CLASS I.

Taught by Mr. J. ADDISON CARY, contained twenty pupils.

Part of the examination was conducted in the class room, and part in the Chapel, before the Board of Directors and visitors.

They were required to correct false grammar. For this purpose, the following sentences were given :

"A Dutchman is fatter as a Frenchman."

"The pupils writes good on their slaits."

"Their progress is rapidly in there studys."

These were corrected, both in orthography and syntax, without difficulty, although the exercise was a novel one for them, and involves more difficulty than would, at first, be apparent.

In Physiology, their knowledge was satisfactorily attested by answers to the following questions :

What are the nerves ? What is the use of the bones ?

What is the use of the skin ? How do we see ? How do we hear ?

This question was replied to by the pupil describing, very graphically, the air thrown into vibration, striking on the tympanum, agitating the small bones of the internal ear, and communicating the impression to the brain through the auditory nerve.

What is Physiology ?

"Physiology treats of the functions of organs and parts of the body. It is useful to teach us the rules we should attend to in the care of our bodies, dress, breathing and health."

What is Respiration ?

"Respiration consists of two important actions ; one, inspiration, the other, expiration. Inspiration is the breathing in the



air; expiration is the breathing out the air. The cause of the warmth of the body is breathing."

Another answer:

"It is the process by which the air is taken into the lungs and acts upon the dark blood which it changes to a bright red color. It is very important, as it is concerned in maintaining life, so that if we shut our mouths for a little while, we can no longer live, in consequence of suffocation; whether we are awake or asleep, the breathing continues all the days of our life."

What is Vitality?

To this there were three answers:

1. "An elephant has vitality; it can work and do other things."
2. "Hard matters have no vitality, but all the animals have it."
3. "When a man dies he is deprived of his vitality, and he cannot work or talk with his friends."

In Arithmetic, the class was examined on the ground rules, reduction, interest, etc. They are competent to keep their accounts, with ease and correctness, and have an ample supply of mathematical knowledge for all the ordinary transactions in which they will be engaged.

In Geography, the class gave complete satisfaction. In History, they were no less proficient. The following will serve as examples of their answers to questions proposed by the Committee and by visitors:

What is History?

*Ans.* History is the record of past events.

How is it different from Biography?

*Ans.* Biography is the description of the life of any person.

The pupils were asked, what interests you most in English history?

*Ans.* "Lord Bacon's great learning." *Ans.* "The story of King Alfred going as a harper into the Danish camp." *Ans.* "The Spectator and Addison's works." *Ans.* "The tax on tea and coffee by Geo. III." *Ans.* "The gunpowder plot."

What is the date of creation ?

When was the town of Babel built ?

When was Mahomet born ? When did Socrates live ?

By whom was Rome destroyed ?

To whom did the United States belong ?

When and how were we separated ?

Who was President of Congress at the time ?

What remarkable paper was drawn up, and by whom ?

When was Washington killed ? *Ans.* Death killed him.

When were the Crusades ?

Who was the first Christian emperor ?

The replies to these interrogatories were given properly and unhesitatingly, without an exception.

So, also, were those to the following :

Where do we first see the Christian name ? Antioch.

Who was emperor of Rome at the time ? Cæsar.

Was it Julius Cæsar ? *Ans.* No ; Augustus Cæsar.

Who was governor of Judea ? Pilate.

Who was the author of the first gospel ? Matthew.

Who was the author of the fourth ? The beloved disciple.

Who wrote the Acts ? Luke.

Who wrote the Epistle to the Colossians ? Paul.

Name the epistles of Paul.

Who wrote the Revelation ? John. Where ? In Patmos.

Where is Patmos ? In the Mediterranean.

For the remainder of the usual evidences of skill in composition, etc., reference is made to the accompanying original pieces. The first was written before the Board of Directors, in the Chapel, and was copied from the young lady's slate, word for word :

" Human Physiology." " The Captive Boy."

" A Dream." " Alfred the Great."

This class being about to terminate its connection with the Institution, the Committee felt naturally anxious to see how well they had prepared themselves for entering upon the duties of

independent life. The examination was confined to no particular subject, but made as general as possible, with a view to determine, in a satisfactory manner, whether the objects for which the Institution was founded and has since been supported, had been attained. To reclaim from the lowest depths of mental and moral ignorance, and to place in positions of social usefulness and honor, those of our kind, on whom the light of life's blessings seems to have shone but dimly—those who, in days not very far remote, were scarcely considered as entitled to the rights of human beings—is truly a great and glorious triumph of genius and benevolence.

That this object has been attained, in such a manner, as, could it have been foreseen, would have filled with delight and noble satisfaction the hearts of those noble old pioneers, who sacrificed so much and encountered so many obstacles, in exploring what was, to them, the wilderness of the deaf and dumb world, the Committee have the fullest assurance. Not with more exultation would Fulton look upon the floating palaces on our Hudson, or the splendid specimens of naval architecture, which, by the power of steam, binds us so closely to the eastern world—not more proudly would Franklin view the wonders of the lightning telegraph, than would De L'Epée and Sicard, could they be restored for a brief season, to life, behold the proximity to perfection, which the science of deaf-mute instruction has reached, as exemplified by such an examination as furnishes the subject of this report.

To God, to society and themselves, have hundreds and thousands of our fellow beings been restored, by the heritage of the great Frenchman administered with zealous fidelity, talent and piety, such as the Committee have so often and so heartily had occasion to commend and admire, in the officers of this Institution.

Let us hope, then, that enlightenment on this subject may be widely diffused abroad, among legislators and among the people. Nothing more than a knowledge of these beneficent effects can be wanting to ensure the continuance and multiplication of Asylums and homes for the unfortunates, whose ears hear not, and whose tongues cannot speak.

On the afternoon of Wednesday, the 14th, the examination of the classes having been completed, the Directors, officers and pupils, more than one hundred visitors, among whom were several members of the Common Council of New-York, and other distinguished citizens, assembled in the chapel to witness the closing exercises.

Mr. Peet, the President, having taken the chair, certificates of good conduct and creditable progress in studies, were awarded to the following pupils, who have been under instruction five years:

George P. Archer,	John Kerrigan,
John T. Bell,	John Milmine,
Simeon D. Bucklen,	Sally Bronson,
Ephraim Jewell,	Jerusha M. Hills,
James O. Smith,	Lavinia Lighthall,
Joseph Sweetman,	Hannah M. Patten.

To the pupils who had completed the term of seven year's study, diplomas were granted.

Isaac Levy,	Edith Lagrange,
John Harrison,	Lavinia Brock,
John Condit Acker,	Mary E. Craft,
George E. Ketcham,	Wealthy Hawes,
John L. Pickering,	Emily Ann Hills,
John T. Southwick,	Prudence Lewis,
Ebenezer S. Barton,	Christiana Jane Many.
Anna Maria Vail,	

The following pupils were next recommended by the Committee, for re-selection, to be continued one year longer in the Institution:

*Of Five Years Standing.*

George P. Archer,	James O. Smith,
John T. Bell,	Sally Bronson,
Simeon D. Bucklen,	Jerusha M. Hills,
Ephraim Jewell,	Lavinia Lighthall,
John Milmine,	Hannah M. Patten.
Joseph Sweetman,	

*Of Six Years Standing.*

Martin Bothwell,	Selah Wait,
William Donnelly,	Emory Pangburn,
Peter Brown,	Margaret Vanderwerken,
William H. Weeks,	Eliza Ann White.
Joseph B. Hills,	

With each diploma a farewell letter,\* addressed to the members of the graduating class by the President, was furnished. Its sentiments of friendship and paternal affection, will not be new to the Board of Directors, who, from the accumulated evidence of years, and from constant intercourse with the writer, have reason to recognize, in the principles and feelings there set forth, those which have constantly guided him in the discharge of his laborious and responsible duties.

The following original valedictory address, by John T. Southwick, a member of the graduating class, delivered by him in the language of signs, and interpreted to the audience by Professor Cary, is but an exponent of the love for one another, the strong attachment to the home they were about to leave, and their gratitude towards those who had watched over and protected them, by which every pupil of the New-York Institution for the Deaf and Dumb is animated.

"This Institution has been erected for a liberal purpose, and its improvements will yet be completed next autumn. It is not designed for the poor speaking persons, but only for the unfortunate, deprived both of the faculties of hearing and speech, to remain in for a term of years, to obtain a good education.

"In 1817, a building, which stands opposite the City Hall, was occupied by the deaf mutes. A few years afterwards, for the reason that it was inconvenient to those who had been admitted in it, Dr. Milnor, the late President of the Board of Directors, with a number of respectable and benevolent people and directors, laid the corner-stone of a new building, for the benefit of the deaf and dumb, on Fiftieth street. The building was constructed, and two

\* Letter to the pupils, on leaving the New-York Institution for the Instruction of the Deaf and Dumb, by Harvey Prindle Peet, M. A. President of the Institution.

New-York, 1747.

new wings have been added to it. It is a great blessing to the state of New York, which manifests a profound interest in the education of the unfortunate.

"The deaf mutes are, by nature, in a state of ignorance, and spend most of their time in wickedness and lonesomeness. They are often despised, especially by their parents, who feel sorry, and sometimes despair of having them get learning. Having done nothing to displease their parents, nor committed any crime, yet they are, in some cases, miserably shut out from the presence of other people, so as to deprive them of their knowledge, and in their mental darkness they seem idiotic. This, some parents do in a most cruel manner, and appear like the savages, thrusting their pitiless daggers through the bosoms of little innocent children crying out for mercy.

"Some think the deaf mutes no better than the beasts, as the Roman and Greek philosophers, though remarkable for their erudition, thought that they had no souls. They ill-treat them as well as ridicule them, when they have done them injustice. They must not punish them, because they do not know that anything that they do, contrary to the will of God, is wrong. By the influence of ignorance, they are miserable in their life, and lose many moments of happiness without having gained the knowledge of the Bible. Before I came here to be educated, I had a bad temper, and was the cause of great trouble to my parents. My ardent passion was disobedience. But now I love them.

"Some people consider the deaf and dumb as idiots. Poor blind persons! I wish they would come to the Institution to see the exercises of the pupils, and they could find them well educated and learning their trades.

"When many good citizens acquired a thorough knowledge of the deaf mutes, they have been aroused to a warm interest in the welfare of this Institution. They display their zeal to support them. The Legislature of the Empire State sends to this literary Institution a number of ignorant deaf and dumb persons, for whom they appropriate money annually, for their instruction. They know well that they can improve in learning and writing compositions.

"Every deaf mute in this state, who is cut off from the other

sources of knowledge, should be sent here to be under tuition, at a proper age, for they would be unable to pursue their studies if they should be advanced in years. Education raises them from the grave of ignorance, and enlightens their minds. They become wise, and can converse well.

"Had this Institution not been founded, the pupils would still have been deprived of the means of education. They would not only have led a miserable course of life, but also lost the precepts of God. We wish this Institution to stand as long as the earth remains, and the deaf mutes all to be educated.

*"To the Board of Directors :*

"I begin to make an address to you this afternoon. The vacation will take place to-morrow, and some of the scholars will go home to visit their friends. You know that most of my senior classmates, and some others, are about to leave this Institution soon, and shall never return here to acquire more knowledge, as we have done usually. It is a solemn departure of those whose term expires, from their dear home, the advantages of which you have with great kindness, provided for them. We feel so. You came here every month to transact the affairs of this Institution, and promote our improvement, which we have pursued with diligence; and after transacting your business, gave us a warm greeting. To-day we shall be cut off from the advantages of this place and means of education, and leap over the threshold of the world. We ought to be thankful to you for your kind attention which you have bestowed upon us for seven years, and promise to remember you till death. Adieu.

*"To the President of this Institution :*

"We have, sir, generally been under your care for seven years. We have sometimes given you trouble, and probably made you dissatisfied with our conduct, and you have corrected us. We wish our past evils to be erased and forgiven. We hope this institution will be prosperous under your superintendence. May God bless you, and give you grace while you conduct it. We will no longer continue to be your pupils, and advance in learning

here. We feel it very solemn to leave such a good and excellent President, and we regret it is our duty to depart from such an useful literary Institution, in which you know that we have received the benefit of education without charge. You will be remembered by us with gratitude. We bid you farewell.

*" To our Professors and Teachers :*

" We came here wholly ignorant, and could not learn for ourselves. Being placed under your care, you became our experienced and efficient instructors. You taught us to devote our time to study and compositions, and by patience and perseverance corrected our habits we had learned from bad company. We assure you that you have daily endeavored to teach the studies that are very useful, and you have explained to us the difficulties we met with. We would have remained in ignorance but for your efforts to lead us to wisdom. It is now our last time to meet you. We, this day, discontinue our studies with you as our teachers, but we are in hopes that our time will be carefully employed, in reading and learning, and we will remember what you have taught us, while we have been at school. We feel sad at our departure from you. We shall always truly remember you with affection and gratitude. Beloved instructors, we bid you an affectionate farewell.

*" To my dear Classmates :*

" To-day we will resign our places in this Institution, where we have staid for the purpose of obtaining an education, until our term expires, and where we have enjoyed the advantages of manual labor, and taken exercise for health. We shall not remain here longer, but leave to support ourselves in the places which we may choose for our residence. Before our coming here, we were ignorant and lonesome, but under the wise providence of God, we have been placed in this Institution to be educated. We can read books, and engage in conversation. When we go wherever we prefer, we ought not to waste our precious time in idleness. This vice should be avoided, because it always leads to laziness, and perhaps to intemperance. We must overcome various difficulties,



and soon become masters of them. In order to increase in wisdom, we will take pains to treasure up, in our mind, phrases and words from books, and when we have the time to spare, we should diligently improve a good opportunity of reading them. That would be of good value to us, and we must accomplish these future purposes, and strive after the higher attainments of wisdom. Be not idle, nor indolent and extravagant citizens. One most important and true advice is, that we should not only avoid company that is irreligious and shunned by good people, but also avoid imitating the examples of some others notoriously known for their wickedness, and for their being the despisers of the Bible. We ought to be careful to follow the examples of good persons. This lesson, that we keep in this life, will ensure our happiness. My sincere friends, don't forget this, and I trust you will bear it in mind. Our term having to-day expired, I will feel truly sorry to separate from you, and will probably never see you all in this world. I hope I will meet you in heaven, if we are penitent sinners, and live with God forever.

"Let us shake hands with each other before we start for home, and forgive each other our late faults committed here by ourselves. We may remember ourselves in harmony and true affection, and look for good prospects in future. In the midst of trouble and trials, we will always put our trust in God, our kind supporter, who promises to supply our wants when he hearkens to our silent prayer. After death, through faith, he will take us into paradise and we will obtain everlasting life. Farewell."

The exercises were closed by prayer from the President in the language of signs. The Committee cannot, in justice to their own feelings, terminate this report, without returning thanks to the President and officers of the Institution, for the kind and courteous assistance afforded them in their labors of examination; nor would they feel more justified in omitting to congratulate the public and private supporters of this noble charity, in having secured the services of men so eminently adapted to the stations filled by them, as members of its academic staff.

The performances of the past enable us to promise well for the future, and inspire the well grounded hope that, under Divine Su-

perintendence, the Institution will continue to fulfil the just expectations of the public, and be second to none of its kind, in usefulness, and in honor.

Respectfully submitted,

JOHN T. METCALFE,  
GREGORY T. BEDELL,  
AUGUSTIN AVERILL,

*Committee*

INSTITUTION FOR THE DEAF AND DUMB,

*New-York September, 1847.*



## COMPOSITIONS.

NOTE.—The compositions furnished the Committee, if presented entire, would swell this Report to an unreasonable size. Only a specimen or two are given from the respective classes.

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### CLASS VI.

#### *Mr. Polk.*

A few days ago Mr. Polk, the President of the United States, and the Board of Directors of the Institution, and many gentlemen and ladies came to visit the Institution and went to the Chapel and sat. All the pupils stood on the floor and saw Mr. Polk coming to the Chapel. They respected him. They felt much joyed because they saw him. They were very much pleased with him. He liked to see them. Mr. H. P. Peet stood near him and told him about the deaf and dumb pupils. He finished speaking. Mr. Polk was much pleased to hear Mr. Peet speaking, and then Mr. Polk began to speak. But the pupils could not hear Mr. Polk speaking, but they saw him bow many times. They wondered at him. When I was a little girl I never saw him, but a few weeks ago I saw Mr. Polk. When Mr. Polk finished speaking, Mr. Cary called his class to come and write on their large slates. Mr. Polk told Mr. Peet that he wondered how they improved so fast. Many deaf and dumb girls with beautiful white frocks sat on the stools near the desks. Mrs. Stoner told some young little girls to give some beautiful flowers to Mr. Polk. Mr. Peet led Mr. Polk and the people to the girls' sitting-room. Some of the girls went to give the beautiful flowers to Mr. Polk. He thanked them very much. The large girls went to pay him respect. Miss Lewis went to him. She shook hands with Mr. Polk. He wrote his name in a page of her album. She was glad and thanked him very much. She remembered it.

E. L.

*Books.*

THOUGH some children often like to look at the pictures of their small books, and do not learn them, many others love to study their large books and improve fast. Some men have many large books. They study very hard for some years, and become the wisest men. They become lawyers, or teachers, or ministers, or writers, or doctors.

The Bible is the best of books. A rich man pitied many ignorant Chinese. He went to the city of New-York and bought very many Bibles for many dollars. He carried the Bibles from the city to a ship. He put them in the ship, and the ship sailed on the ocean several months. Some sailors and the captain and he travelled to Asia. They met many Chinese and the Chinese were afraid of them. They told them that they must not be afraid of them. They gave the Bibles to the Chinese. They were glad and loved them. The teachers taught three Chinese to study the Bibles. They were sorry, and were often disobedient and worshipped idols. They became pious. God blessed the three Chinese, and they will be happy and prosperous. I think many Chinese will become to pray to God, and will obey and love God.

W. B.

*Visit to the Institution for the Blind.*

SEVERAL weeks ago, Mr. Bartlett's class and the girls in my teacher's class, went to the Institution for the Blind, and we saw the blind boys and girls. Some worked at their trades, and very few blind girls played on the piano, and some other girls sang with them. It was beautiful singing, and then we went and looked at the dormitories, and then we went and looked at the chapel. It appeared beautiful. One little blind boy came in the chapel to play on the organ, and another blind boy came in the chapel to help the little blind boy. He did not play on the organ when we were there. The organ was beautiful. It made a great noise. And then we went in the show-room and saw many baskets and the things that the girls made. The things were beautiful. I wondered how the blind pupils could do anything

without eyes. They cannot see, but they are smart. Then I went to the North River with Mr. Bartlett's class and the girls in my teacher's class. I saw the steamboats pass away. I thought they went to Albany or Troy. It was pleasant, and the grass was green. It was beautiful. I wondered that my kind Father in heaven made the earth. And we walked along the road to the Reservoir and saw the water and we came home. I was very warm because the day was so hot.

L. E. H.

CLASS V.

*The Soul.*

THE soul is the spirit of a person. It is in all parts of the body. We can know where our souls are, but we cannot see them, because they are immaterial. If the soul is separated from the body, the body suddenly dies and becomes hard. A person touches it with his finger, but it is insensible.

The soul is with the body. The body feels hunger, cold, disease and heat. The body can move, swim, dive, jump, leap. The soul hates and loves and feels. It with its mind forgets, thinks, begins to recollect and knows. It with its heart loves to play, hates to fight and is sorry and glad. The body runs on foot, slips and hurts itself. Its eyes can see, weep, defend and examine with its soul.

The soul, with its ears listens, hears and perceives the voice of any person. The soul gets much rich language and knowledge, in its mind. The person sleeps all the night in his bed while the soul tells him sleep sweetly, but the soul does not sleep. He dreams when the soul dances in its mind. The soul with its eyes reads books while its mind understands them. The soul with its mind grows rich. The soul does never lose its remembrance when the body dies. It is immortal. If the soul is penitent and believes in Jesus Christ, when the body dies, the soul leaves it and goes to Jesus Christ to be judged. It meets David, Solomon, and prophets and angels to talk with them forever. It is happy in heaven. It increases to learn wisdom more than it did in this life. It will be

everlasting. Heaven is never disturbed, sorry, crazy, dangerous and diseased. Heaven is always sweet in happiness, joy, glory and easiness.

J. S. W.

### *The Angel in Heaven.*

The angel is a holy being. He is innocent in Heaven. He is an intelligent being. He has very great happiness. He is a soft hearted being in Heaven forever with other angels. He is a creature of God. People know that God is eternal because God created first the universe a great many years ago, God made the first all angels. The angels are always obedient to God, but the wicked angels are always disobedient to God. The angels are very useful because they will live everlastingly. The angel is singing to God. He is God's kind friend. He had a body on the earth while he prepared to be pious in the life. He became an angel in Heaven when the body died. He prevailed over the devil or Satan because he is trusting in his Heavenly Father everlastingly. He has great wisdom. He has great intelligence and happiness. He has great knowledge. We must try to do right like the angels. We must endeavor to be industrious to learn the knowledge in the Holy Bible so that we hope to go into Heaven after death with the happy angels. I am thankful to God for giving to me wisdom that I write about the angels. I hope that God will lead all the people on the earth to become pious and faithful so that they will become angels.

C. M. G.

### CLASS. IV.

### *Life of Jesus Christ.*

Before the coming of Jesus into the world, the prophets often foretold that Jesus should be born in Bethlehem until an angel Gabriel came from Heaven and told Mary that she should be the mother of Jesus, and he was the son of God. He had no father, but many people supposed that Joseph was his father because he married Mary. Then they were obliged to go to a stable and entered it and as soon as Jesus was born and laid in a manger, the angels announced to the shepherds that Jesus was born. The shepherds saw a bright light and heard a multitude of angels sing-

ing and giving glory to God because Jesus was born. They went to Bethlehem and found the infant lying in the manger and worshipped him. Then the king Herod heard of him, and he sent his soldiers to kill all the male children in Bethlehem and he thought that the infant Jesus could not escape, but God warned Joseph in a dream, and he set Mary and the infant on an ass and escaped to Egypt at midnight and dwelt till Herod was dead, then they returned from there to Nazareth and dwelt there. The infant was always obedient to his parents and grew in stature and in wisdom. God blessed him till he was about thirty years old. John the Baptist came preaching the gospel in the wilderness and saying, "Repent for the kingdom of Heaven is at hand." Many people repented for their sins and were baptized by John and also Jesus was so, the heavens opened and the Spirit of God came like a dove and rested on his head and said, "This is my beloved son in whom I am well pleased." Then he preached the gospel about four years while he lived and performed many miracles and after his resurrection he remained on the earth forty days. He commanded his disciples and apostles to go into all the world and preach the gospel to every creature and then he called them together and led them to the mountain. He blessed them and ascended up to Heaven. After his ascension, the disciples and apostles obeyed his order and preached the gospel through many cities and countries and performed many miracles till the Roman army came and destroyed the city of Jerusalem.

E. L.

*The Sting-ray.*

Two years ago, I saw five men catching fishes and eels with a long net on the shore. I saw three sting-rays in the long net. One of the men drew one of the sting-rays out of the net. Then one of them stung the palm of his hand. Now he began to cut off the skin of the palm but his hand was poisonous and he died in a few minutes. Two of the men killed the sting-rays and they cut their bodies in many pieces. Many sting-rays live in the Hudson River. They are not good for food.

D. M. W.



## CLASS III.

*Schroon Lake.*

A lake is large in Schroon which is beautiful. It has many trees which are very pleasant. The lake is deep and the fishes swim into the water. I looked at the surface of the lake by the window or door often. My uncle sailed in the boat to the woods to have them, while I could look at him who chopped down the trees. They burned because he wished to have land for potatoes, rye, corn, &c. He often went and sailed in the boat to it. My house was about one mile from the lake. In the woods the hunters shot the deer, foxes, &c., and killed them. The store and village are near the lake for the gentlemen and ladies going to it to see the pleasant lake which made them beautiful. The boys went to catch the fishes in the evening often, and got them home. Last year I arrived at my home. A few weeks afterwards my friend Miss Tripp wished me to go and visit my uncle Eseck Whitney's house. His daughter Sophia told me that we would go to the lake in the afternoon, but one said to me that my uncle Mr. Foster and his wife and four children would be pleased to visit me. I did not know the stranger who said to my mother that he wished her daughter Mary, because she was a teacher who talked with him about the school in Charley Hill. While my friends came to see me for going with me to the pleasant lake in the afternoon. The boat sailed full of my friends and the other boat passed it. One of them went up to cut off the branches of tree and put them in it like the tree for it made them very pleasant. They were about to reach the island and visited the new house in the trees. The gentlemen and ladies came from the city of New-York because it was very hot. They lived near Schroon Lake, and they did not stay at it in the fall. They came to it every year. Their house was near the lake. My friends and my sister and I sailed away to the village but Miss Rawson wished to go with me to it. She said to me that she had her brother and cousins. She called me and they shook hands with me. They were acquainted with me and conversed with me. I wished them good-bye. My friends sailed away again home in the night. I was happy to sail away

'but they would like to have me visit them soon before I must come to the Institution in the fall.

H. W.

*Gen. Zachary Taylor.*

ZACHARY TAYLOR was born in Virginia in the year 1790, of respectable parents. In 1812 his father moved to Kentucky, where he began to learn the military arts and became a soldier. He fought in the army against England and the Indians. The government sent him to take command of Fort Harrison, which was a strong hold. One night he was alarmed by the yell of Indians near the pickets of the fort but Capt. Taylor was a bold man and refused to surrender. His soldiers begged him to give up the fort to the Indians for more than half of their number were sick and the fort was crowded with women and children. Suddenly the block house of the fort took fire, and the soldiers were afraid, but Capt. Taylor was not afraid, and immediately took some water and put out the fire himself amidst a shower of bullets, and thus saved the fort and its inmates from a horrible butchery, which is the Indian mode of torture. When the government heard of the gallantry of Capt. Taylor, he was promoted to the rank of Colonel in the army. Col. Taylor having conquered Black Hawk, the Indian Chief, and secured peace with the Indians of Florida, he returned home and soon after married a respectable lady, and staid at his home until President Polk sent him to take command of the U. S. Army in Mexico, where he was called Gen. Taylor. He fought the battles of Palo Alto, Resaca de la Palma, Monterey, Buena Vista, and other small battles against the hostile enemies around him. He is called Rough and Ready, because he was always rough in battle and ready to begin it. At the battle of Buena Vista he showed great courage. He was seated on the pommel of his saddle with his spy-glass in his hand, while bullets were flying in every direction. The gallant Capt. Lincoln was killed while in the discharge of his duties as assistant, and Col. Clay, Hardin, Yell, McKee, fell also on that honorable day. The United States mourned at the loss of such gallant officers.

P. E. M.

## CLASS II.

*Institution for the Deaf and Dumb, }  
New-York, July 14th, 1847. }*

*Dear Mr. Benton—*

I AM very happy to have some moments to write to you now. I am much pleased to see you come and examine the deaf mute pupils. I hope you are happy and healthful now. I am very happy to stay here and learn the different kinds of books in the school. I am very glad that God led me to come here and learn for my improvement. I should be very thankful to him for his kindness and goodness. I have enjoyed myself very much here, because it is a great pleasure for me to learn and obtain wisdom and improvement. I know that this Institution is useful, for many pupils learn in the school-rooms which are very pleasant and excellent. All the pupils seem to be very happy and healthful to stay here and learn in the school. I have learned the first Geography, second part, and some books; but I am studying Quarto Geography, Arithmetic, Grammar, Union Question book, &c., which I am much pleased to learn. I shall go home to-morrow afternoon, and meet my dear parents, relations and friends again gladly. I hope that I shall obtain the pleasure to stay there during a few weeks, and make my dear parents and friends a very pleasant and happy visit. I wish you happiness and health. May God bless you.

Your grateful friend, .

H. M. P.

To Col. Benton.

*Birds.*

MANY birds always fly to South Carolina, in the autumn, and live there till the spring. They fly from South Carolina to some countries again, because it is warm weather, but some kinds of them often stay in the winter. They feel not very cold, they love to eat some seeds on the snow. They often hop about the snow. I think how wise God is! He created them in the world. He made every one of them to have two legs, two wings, two eyes and one bill. But the birds have no souls, which cannot go to heaven when they die. They are called small animals. They often

build their nests on trees, bushes, or barns. They build them with mud, straws, and feathers. When they have some eggs in their nests, they sit on them warming some days. Then they hatch their young ones. They take very good care of them. Sometimes a boy finds the young ones in their nests. They are troubled when he often comes to them in the nests. He loves to be cruel to them. I pity them, because they are troubled by the boys. He is very bad and cruel. Also I was a little girl at home. I was sometimes cruel to the young birds. My dear mother often scolded me.

*Institution for the Deaf and Dumb, }  
New-York, July 14th, 1847. }*

*Hon. S. Young :*

I AM sitting down by my desk thinking to write some accounts to you for the gratification of my education, and comfort under the care of Mr. Peet, and my term of education is five years. In my ignorance, I felt happy though I did not know how to read, nor can I hear the preaching of the gospel, or the preparation for Eternity, but Oh, how grateful I am to you, who wrote a letter to my father, and sent me to school, as you was Secretary, I saw the letter and your name, and thought with happiness that I am not left in ignorance, where the Lord guides me out of the dark path into light; for many years will I thank him even to old age or death.

The fourteenth of July the Examination is held, and though you did not come, many pupils are very desirous to see you, because they never saw you, but heard of you very often, during many times. Please to come and visit the Institution, and see how they will be glad to see you. I know that you will be more happy to see us on the 14th of July, but we fear to fail in seeing you.

The Institution is more flourishing than some years ago, and appeared somewhat grand, it is profitable for the deaf and dumb for their excellent education. We have improved some during some years, now we are caused to joy for our minds are increased in wisdom, but not pride. We thank God daily and pray for all people. We are desirous that the Institution will remain in a considerable time. We are in much anxiety to see you, we saw

Mr. J. K. Polk two weeks ago, and were highly pleased to see him. My time is very short, so very soon I must close. In many times I will not turn my face from lifting thanks to my Heavenly Father, who has guided the deaf and dumb to the excellent Institution, for obtaining wisdom, to which you selected many of them to the Institution. I bid you farewell.

From your grateful friend,

J. M. H.

Samuel Young, Esq.

#### CLASS I.

#### *Human Physiology.*

WE enjoy the study of Human Physiology for a year, as long as we love to study diligently before our last farewell. I cannot doubt it is the most profitable branch of learning in the subject of natural curiosity, in every part of the human body, which is said to be more wonderful than any other thing, for our Lord is the wisest to have created Adam and Eve. Even our bodies can be created by no man. O, what a wonderful thought, the breathing in the body! We must be very careful of our good bodies, avoiding any evil, and continuing to wash them every morning; if so, the diseases cannot be produced, and good health is pleasant to ourselves. Especially we must avoid to take a drink of wine or brandy, for these are the causes of great misery, shame, poverty and cruelty to our families; or will make bodies too weak and feeble that we cannot live to old age. But if we avoid to take some, we would enjoy the pleasure of good health, and live long to work daily, to get money, to be able to support ourselves, and to give some to the poor, or to the heathen, who may be saved by faith in the Lord.

C. J. M.

#### *The Captive Boy.—A Story written from Signs.*

MANY years ago, during the settlements of the Whites, the Indians, or aborigines infested the Whites very much, even as flies infest us.

It happened on one occasion that these villains robbed the Whites of their clothing and property, and brought the Whites captives in the woods. They killed some; and among them was a man by the name of Mr. Bird, who, with his wife and child, was almost to receive a total destruction. But the Indians finding persons not enough to help them carry off the plunderings, chose Mr. and Mrs. Bird to be their servants. Now the things ready to be carried off, they put on their backs and went off; and the woman being an expert individual, put her babe under the bundle. As they walked in the woods with the Indians, they fainted on their way, and their keepers were obliged to let them rest.

The night coming on, these villains lay down and slept, after they had chosen guards for the night, and it came to pass on the same night, that, when they fell sound asleep, the two got up and walked off very softly. But the morning approaching, they grew tired and sat down to rest, and, considering their situation, they left the child in a bed of flowers, near a small brook, and hastened to their house, as fast as they could. In the morning they got to their own house; their friends were glad and shook hands with them, and Mr. Bird, a fugitive from the captivity of the savages, set out with his companions as soldiers, and then marched off to the spot where the infant lay. But all in vain, the child was stolen, and then the body returned and dispersed to their homes.

About fifteen years after this event, a treaty was formed by the commissioners, in order to make peace. Then a boy about fifteen years old, was brought before the magistrates with some other captives. As the boy belonged to Mr. and Mrs. Bird, he was unknown by them, but at last recognized by a scar on his right hand, which was done by an axe. He had a tomahawk and a blanket on himself, but he was ordered by his parents to put on pantaloons and a jacket. Nevertheless, his discontentment increased, and it happened one night, when his parents, sisters and brothers were fast asleep, that he stole out of the house and ran off to the tribe of the aboriginals. In the morning, the parents not knowing of that fugitive son, waited for him to eat breakfast, but he not coming, his parents sent one to call him, and he was found

gone away. The parents were very sorry, but they gave themselves to Divine Providence, and were happy again.

Twenty years having passed, the family moved away. They remained in an old house, for there was no new one. The next day after having a new house, Mr. Bird received a call from the Whites to assist them at a raising. After he had gone, leaving his family alone, while the wife was doing house duties, a tribe of Indians was in sight, and Mrs. Bird, fearing that they would do great damage, put up the ladder, went upon it with her children up through the trap-door, drew up the ladder, and shut the door. But when the savages came, finding nobody in the house, they searched for a ladder, but all in vain, there was none. Then one of the Indians got on their shoulders, opened the trap-door, and the others shot at the family with their rifles, although the bullets pierced through the roof and did no damage to them. After this, one of the members lifted up his right hand, and meant to get up through that door, but, alas! the poor Indian had his hand amputated by a woman up that door. For this bad event, and fearing the Whites would come, they ran off yelling.

By and by, her husband, after helping the Whites at a raising, arrived at home, and as he saw blood in his house, he was anxious, thinking that his family were killed, but a little while after, he looked up stairs and called to see if they were there. A reply, "Yes," was proclaimed. His wife and children gladly came down, and the husband finding a hand cut off, fell in a sober condition, believing it was his son, for it had a scar like him.

This shows that habits and education make great difference among mankind.

W. H. W.

### *A Dream.*

An account of a strange thing which once happened to me. When the sun had almost set, I stood at the outside of the door and my brothers stood around my mother, who looked naturally cheerful. They only conversed with her, but I looked above towards the sky. It appeared like a black cloud around me. So I thought why were they not deaf, but I only was mute. In a few

minutes I was afraid of the cloud ; so I retired and entered into a chamber. Then my mother came to kiss me, saying, I must be a good girl. When it made me sleep very soundly. I observed that the chamber was filled with a white cloud, in which a strange spirit stood near my head, and another was standing near my feet. They were truly clothed with white long garments like snow. They had rosy cheeks, blue eyes, which were very keen. Besides they had handsome curls, so they seemed very natural and sweet. They had no feet, but they had only wings very beautiful. They would not fly above, so they were still standing. However they looked cheerfully at me. I cannot describe it so that you could understand how very handsome they were. After some moments they awoke me, so I was much frightened to cry, "Ma, ma." So she came to wake me, till I saw her asking me, but I did not answer her. Then I slept again till a nurse called me to rise early in the morning. I did so, and came to see my dear mother. She asked me why I looked sad, then I said that two strangers came to stand, one near my head, and the other near my feet ; they were clothed with white long garments, like snow. By this she understood it, and she said, they were angels who came from heaven. I was much astonished at it, that she guessed, they advised me to pray to God, so that they wished me to live with Jesus Christ. So I feared him, and told her that I would not sleep alone. Then I wished to sleep with her. She inquired, where was my dear father ? I answered, he was now in heaven, and lived with Jesus.

W. H.

*Alfred the Great.*

A long while ago, England was separated into a number of small provinces, each of which retained its independent government, but now this separation was changed to the combination of a kingdom under Egbert. In the act of uniting, the inhabitants of England took measures to manifest an increasing degree of prosperity, which continued but for a short space of time. The prosperity was interrupted for about fifty years. The savage Danes, who infested the coasts of the kingdom of England, became



more piratical. The Danes were in the countries bordering on the Baltic Sea, and had been driven into Denmark by the strong force of Charlemagne, the most distinguished conqueror and most able sovereign. At length the Danish pirates became so formidable and unconquerable, that they succeeded in taking, without any rights, possession of some of the principal places in England to make their settlements, and were still extending their predatory excursions over the country. Thus it received much trouble and was reduced to a distressing state.

Among the English were some of the officers of distinguished merit, in an order of succession, who made their efforts to repulse the Danish settlers, over whom some of their victories were gained. All this was over, and one brave last successor raised again his native country from the brink of ruin to its prosperity better than before. Who was he? He was Alfred the Great, who had given proofs of virtue and spirit of war, which had raised him to a high distinction of reputation. Before the subject I have just mentioned, when Alfred was young, he listened attentively to the poems read, containing the account of the distinguished merits of heroes, and this excited his desire that he might obtain a crown of glory, like the heroes. So he, by the application of his mind to his study, gained a knowledge of the poetical compositions, and thus he became distinguished by his genius.

On one occasion, he being compelled to suppress the Danish incursions, assembled a few troops, with whom he marched against them. Eight of his advantages were successful in one year, but a new mighty irruption of the Danes overwhelmed England with their innumerable numbers, burning and destroying the churches and monasteries. Alfred, with his efforts, fought a battle with the enemy, but the English were defeated. The followers of Alfred therefore were disbanded, some fleeing to Wales to take refuge, and others surrendering themselves to the conquerors. When all Alfred's attempts to resist the invaders and encourage his army against them had been in vain, he was obliged to propose terms of peace, which the conquerors gave their consent to. But instead of consenting to the treaty for peace, the conquerors imposed dreadful hostilities and damages upon the country under subjection.

Having disbanded his subjects and abandoned the ensigns of his dignity, Alfred ran away to the gloomy place, the name of which I do not know, where he put on the common appearance of a peasant, and resided, for some time, in the small house or cottage of a herdsman, who intrusted him with the care of his cattle. The peasant, however, planned secretly a great deal for obtaining again a crown of dignity. He always played on a harp for his amusement, and became possessed of his musical talents. According to historians, on one occasion, a wife of the herdsman told Alfred, whose qualities she had no knowledge of, to keep attentively the cakes which were baking by the fire. He, however, forgot his trust and let them burn, because, probably, a crowd of thoughts wandered abroad before his mind, thus depriving him of his remembrance. When the wife perceived the cakes burning, for this she scolded him severely, saying, "You would be ready enough to eat them, though you would not take the pains to turn them."

Before Alfred left the place of his retreat, after planning a great deal, he had collected a few troops of his friends, whom he sent into the forests and marshes, in order to lay in wait for wandering parties of the Danish enemy and destroy them. They effected some of their purposes in the proceedings. They were influential by their successes, in inducing more troops to join their society, till, to their sufficiently large numbers, they were all ready to fight with the Danes.

Alfred wished to spy the state of the Danish camps in England. So he disguised himself in the dress of a shepherd, with a harp in his hand, and entered into the Danish establishments. He exerted his arts of music, by which he was so admired by the enemies, that he was presented before Guthrum, the Danish prince. This prince manifested his interest in the tones of music, and allowed the harper to stay with him for some days. Having observed the carelessness of the Danes, and the unguarded state of their camps, he retired from the camps and returned to his followers, declaring the subject above-mentioned. Being encouraged, they marched, under his direction, against the enemy, while the Danes, surprised to find an army of English coming against them,

had but little time for resistance,—this time was scarcely nothing. A bloody battle ensued, and the Danes were defeated with great slaughter, till Guthrum and his nobility offered their surrender to the English conquerors. The prisoners were not disinclined to accept the proposal of Alfred, that they should hold to Christianity. So they were baptized and added to the English forces for defending the country against the Danish incursions.

S. W.

## BIBLIOGRAPHICAL NOTICES.

[Continued from the last Annual Report.]

BY PROF. J. ADDISON GARY.



THE following publications on deaf-mute instruction have been added to the Library of the Institution :

### I. FOREIGN.

#### 1. *Germany.*

296. EMDEN.—Erster Jahresbericht ueber das Bestehen und die Wirksamkeit der am 1 November, 1844, eroeffneten Taubstummen-Anstalt zu Emden, 1845, 8vo. pp. 16.—First Annual Report of the Deaf and Dumb Institution of Emden, opened November 1, 1844.

Zweiter Jahresbericht, u. s. w. *Emden*, 1846. 8vo. pp. 16.—Second Annual Report, etc.

Emden is in the kingdom of Hanover. The Institution from which the above reports have been received, is supported by the contributions of the benevolent. The first year it contained five pupils, the second year eleven, under the instruction of Z. Edzards. The first report embraces several distinct topics: 1. Notices of individual pupils. 2. Regard to the health of the pupils. 3. Increase of their happiness. 4. Efforts to extend the usefulness of the Institution. To the second report is appended the address which was delivered at the first anniversary of the Institution, by Rev. Mr. Vieter.

297. HAMBURG.—Neunter Bericht des Verwaltungs-Ausschusses der am 28sten Mai 1827 gestifteten Taubstummen-Schule fur Hamburg und das Hamburger Gebeit. *Hamburg*, 1847. 8vo. pp. 168.—Ninth Report of the Deaf and Dumb Institution at Hamburg, founded May 28th, 1827.

This voluminous and able report, by Mr. Behrmann, the Principal of the Institution, relates to the years 1844, 1845, 1846, and is mainly occupied with special notices of the pupils and extracts from their journals. The writer, however, treats, at some length, upon the condition of uneducated deaf mutes, and cites several instances where such persons have been convicted of crime. On the other hand, he names a large number of educated deaf mutes who have been highly respected, and have distinguished themselves in various arts and professions. The report also refers to the education of the blind and of idiots, to the history of the art of instructing the deaf and dumb, the establishment of deaf and dumb institutions in various countries, and to the causes of deafness, with important statistical information. The present number of pupils in the Hamburg Institution is sixteen. The number of institutions for the deaf and dumb in Germany, according to the above report, is eighty.

## 2. *France.*

298. PARIS.—*Annales de l'Education des Sourds-Muets et des Aveugles: Revue des Institutions qui leur sont consacrées en France et à l'Etranger, Publiée par M. Edouard Morel. Paris, 1847. Quatrième Volume, 8vo. pp. 320.*—*Annals of the Education of the Deaf and Dumb and the Blind: Review of the Institutions devoted to them in France and other countries. Vol. IV. Published quarterly, by Prof. Edward Morel,*

The interest of this work is fully sustained in the fourth volume. It contains original articles from instructors, both male and female, on subjects pertaining to the instruction of the deaf and dumb and the blind, addresses delivered on public occasions, biographical notices, letters of correspondents, items of intelligence, announcements of new works and critical notices of those most important.

## 3. *England.*

299. BAKER, CHARLES, Headmaster of the Yorkshire Institution for the Deaf and Dumb.

The Book of Bible History for Schools. *London*, pp. 260.

The Book of Bible Characters. *London*, pp. 100.

**Exercises on the Tabular View of the Old Testament.** *London,*  
pp. 95.

These books are designed for school and family instruction, and seem well adapted to interest and instruct the youthful mind.

300. FOWLER, R., M. D., F. R. S.—Some Observations on the Mental State of the Blind, and Deaf, and Dumb, suggested by the Case of Jane Sullivan, both Blind, Deaf, and Dumb, and Uneducated. *Salisbury*, 1843. 12mo. pp. 100.

The substance of this work was communicated to the Medical Section of the British Association at Manchester, in the year 1841 and 1842. Jane Sullivan, at that time, was about twenty years of age, and an inmate of the Rotherhithe workhouse. She was deaf from birth, and consequently dumb, but her blindness was occasioned by the small pox, when she was three years old. Her hearing and sight had slightly improved under medical treatment, but no efforts had been made to educate her.

Other similar cases are referred to. From all the facts given the writer infers,

“1. That the intelligence is not in any thing like a direct ratio to the perfection of the organs of sense, and that the privations even of a Laura (Bridgman) have not occasioned any proportional destitution of knowledge, enjoyments of life, or interest in the welfare of others.

“2. That the desire of knowledge and of personal consideration is even stronger in the deaf or the blind than in others; and,

3. That “they are naturally more attentive,” and are “more anxious than others to retain what it may have cost them much solicitude to acquire.”

301. DONCASTER.—Sixteenth Report of the Yorkshire Institution for the Deaf and Dumb, 1845. *Doncaster*. Printed by the pupils of the Institution. 12mo. pp. 36.

Seventeenth Report, for 1846.

Eighteenth do 1847.

This Institution contains eighty-four pupils. The Headmaster, Mr. Baker, has been connected with this Institution since its first establishment in 1829. He has two Assistant Teachers. Five of

his former assistants are now Headmasters of the Institutions at Edinburgh, Dublin, Exeter, Newcastle on Tyne, and Brighton.

———. Results of an Inquiry respecting the former pupils of the Yorkshire Institution for the Deaf and Dumb. Ordered by the Committee, February, 1844. Reprinted with additions, March, 1847. *Doncaster*, 12mo. pp. 94.

These results are, in general, of a very satisfactory character, and establish the fact of the permanent benefits of education to the deaf and dumb. The institutions for the deaf and dumb at Birmingham, Manchester, Liverpool, Dublin and New-York, have also commenced a course of inquiries respecting their former pupils.

302. NEWCASTLE-UPON-TYNE.—The Report of the Northern Asylum for the Blind, and the Deaf and Dumb, for the Counties of Northumberland, Durham, Cumberland, Westmoreland, and the town of Berwick-upon-Tweed. 1846. *Newcastle-upon-Tyne*, 1847. 8vo. pp. 32.

This Institution was commenced in 1839, and now contains thirty-four pupils, two of whom are blind, and thirty-two deaf and dumb.

## II. AMERICAN.

303. COLUMBUS, Ohio. The Twenty-first Annual Report of the Trustees and Superintendent of the Deaf and Dumb Asylum of the State of Ohio, for the year 1847. *Columbus*, 8vo. pp. 45.

The number of pupils is one hundred and twenty-one, being an increase of twenty during the year, but it is estimated that "there are now in the State of Ohio not fewer than two hundred, including those already received, who ought to be in this school." No death by disease or accident has occurred within the year. One hour each day to a class of sixteen is devoted to exercises in articulation. Drawing is recommended as a permanent branch of instruction. The corps of instructors consists of Mr. H. N. Hubbell, Superintendent, and six Assistant Teachers.

———. Ein und Zwanzigster Jahresbericht, u. s. w.—The Twenty-first Annual Report, etc.

This is a translation in the German language of the Report noticed above, for the benefit of the German population of Ohio.

**304. HARTFORD, CONN.**—The Thirty-first Annual Report of the directors of the American Asylum at Hartford, for the Education and Instruction of the Deaf and Dumb. Exhibited to the Asylum, May 15, 1847. *Hartford*, 1847. 8vo. pp. 40.

The only important change noticed in the report is the resignation of the steward of the Asylum, Rev. W. W. Turner, who had held the office for sixteen years in connection with his duties as instructor, and the appointment of the Rev. A. C. Baldwin to the new office of family guardian and steward. The number of pupils during the year was one hundred and ninety-eight, of whom twenty-seven were paying pupils, and the remainder beneficiaries of each of the New-England States and South Carolina. The Principal is Lewis Weld, A. M. The Assistant Instructors are ten in number. Articulation has been taught to a few pupils "who once heard and spoke, and those who still retain imperfect hearing." These have received some benefit, but the directors express themselves "satisfied from experience, that the extension of this kind of instruction to our pupils who have never heard would not be beneficial, but would serve to retard their progress in general knowledge."

—American Annals of the Deaf and Dumb. Conducted by the Instructors of the American Asylum. Vol. I. No. 1. October, 1847. *Hartford*, 8vo. pp. 68. No. 2. January, 1848. pp. 64.

The establishment in this country of a Quarterly Periodical devoted to the interests of the deaf and dumb, affords gratifying evidence of the advancement of the cause of deaf-mute education. The two numbers of the Annals which have been issued, give promise of a work of interest and permanent value, especially to instructors of the deaf and dumb, the parents and friends of deaf mutes and the educated deaf and dumb.

**305. INDIANAPOLIS, IND.**—Report of the Trustees and Principal of the Indiana Asylum for the Education of the Deaf and Dumb, with an exhibit of expenditures. Presented to the General Assembly, December 6, 1847. *Indianapolis*, 1847. 8vo. pp. 44.

This is the Fourth Annual Report. The number of pupils is eighty, having quadrupled since October, 1845. The Institution derives an income of fifteen thousand dollars annually, from a tax



of fifteen mills levied on each hundred dollars of taxable property in that State. Mr. James S. Brown is the Principal. There are two Assistant Teachers and one Monitor. The extended and able report of the Principal treats of the situation of deaf mutes previous to education, the attempts which have been made to educate them, and the process and results of their education. A succinct account of the past history of the Institution is also given, and some suggestions made in respect to future operations.

306. KNOXVILLE, TENN.—The Second Biennial Report of the Board of Trustees of the Tennessee Institution for the Education of the Deaf and Dumb, to the Legislature of the State of Tennessee, for 1846–7. *Nashville*, 1847. 8vo. pp. 87. This Institution after a temporary suspension was re-opened in Oct. 1846, and is now advancing under favorable auspices. The Rev. Thomas McIntire is the Principal, and Mr. W. C. Myers, Assistant Teacher. The Legislature appropriate annually two thousand and five hundred dollars toward the support of this Institution, but a larger sum is urgently demanded, as there are supposed to be over five hundred deaf mutes resident in that State.

307. NEW-YORK.—Twenty-eighth Annual Report and Documents of the New-York Institution for the Instruction of the Deaf and Dumb, to the Legislature of the State of New-York, for the year 1846. *New-York*, 1847. 8vo. pp. 110.

—Circular. 8vo. pp. 7. The number of deaf mutes who have been educated in this State is about six hundred. To these, so far as their places of residence were known, Circulars have recently been sent, in order to ascertain their present condition, and obtain from them and others valuable statistical information respecting the causes of deafness and other similar topics. The returns are anticipated with much interest.

308. PHILADELPHIA, PA.—The Annual Report of the Board of Directors of the Pennsylvania Institution for the Deaf and Dumb, for 1847. *Philadelphia*, 1848. 8vo. pp. 12.

The number of pupils in this Institution is one hundred and twelve. There are upwards of twenty applicants for admission for whom no means of support are provided. The Directors, therefore, appeal to the State Legislature to increase the annual

appropriation to the Institution to thirteen thousand dollars. The State of Delaware has extended the term for the instruction of her beneficiaries in this Institution from five to six years, and the State of Maryland from five to seven years. The Principal is A. B. Hutton, A. M. The additional Instructors are seven in number.



## TERMS OF ADMISSION.



I. PUPILS are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually, in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July, to the first Wednesday of September. No pupil will be received at any other time, except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission, to be educated at the public expense, should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Applications from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual

expense to which each pupil is subjected. Stationery and necessary school-books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested :

1. Was the deafness from birth, and owing to some original constitutional defect ; or was it produced by disease or accident ? And if so in what way, and at what time ?

2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred ; and how, and when produced ?

3. Is the deafness total or partial, and have any means been employed to remove it ; and what are the results of such efforts ?

4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen ?

5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs ; or does he or she show any signs of mental imbecility or idiocy ?

6. What are the names, occupation and residence of the parents ?

7. If either of the parents is dead, has a second connection been formed by marriage ?

8. What are the number and names of their children ?

By order of the Board.

HARVEY P. PEET, *President*.

GEORGE S. ROBBINS, *Secretary*.

# ALPHABET OF THE DEAF AND DUMB.

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A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z

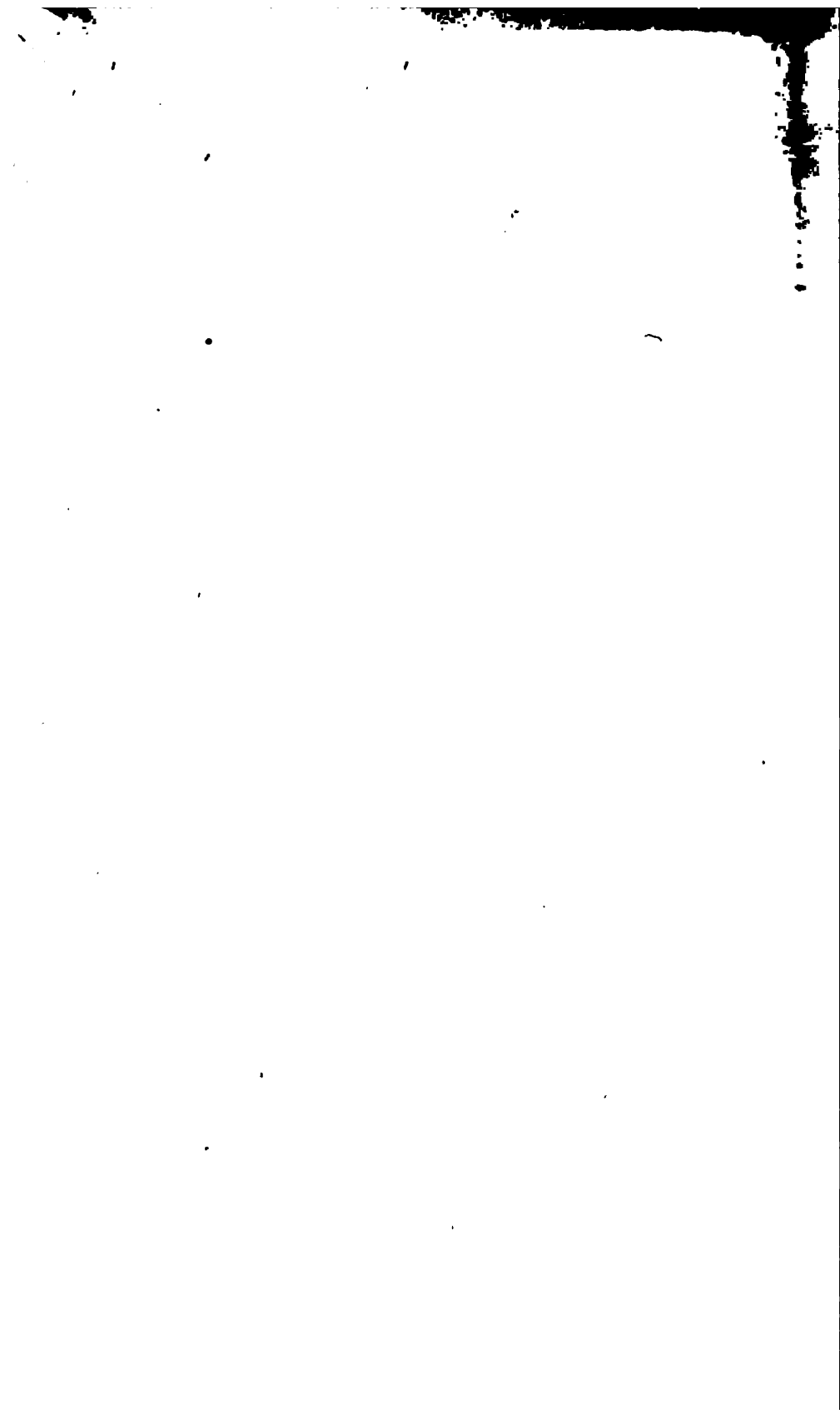


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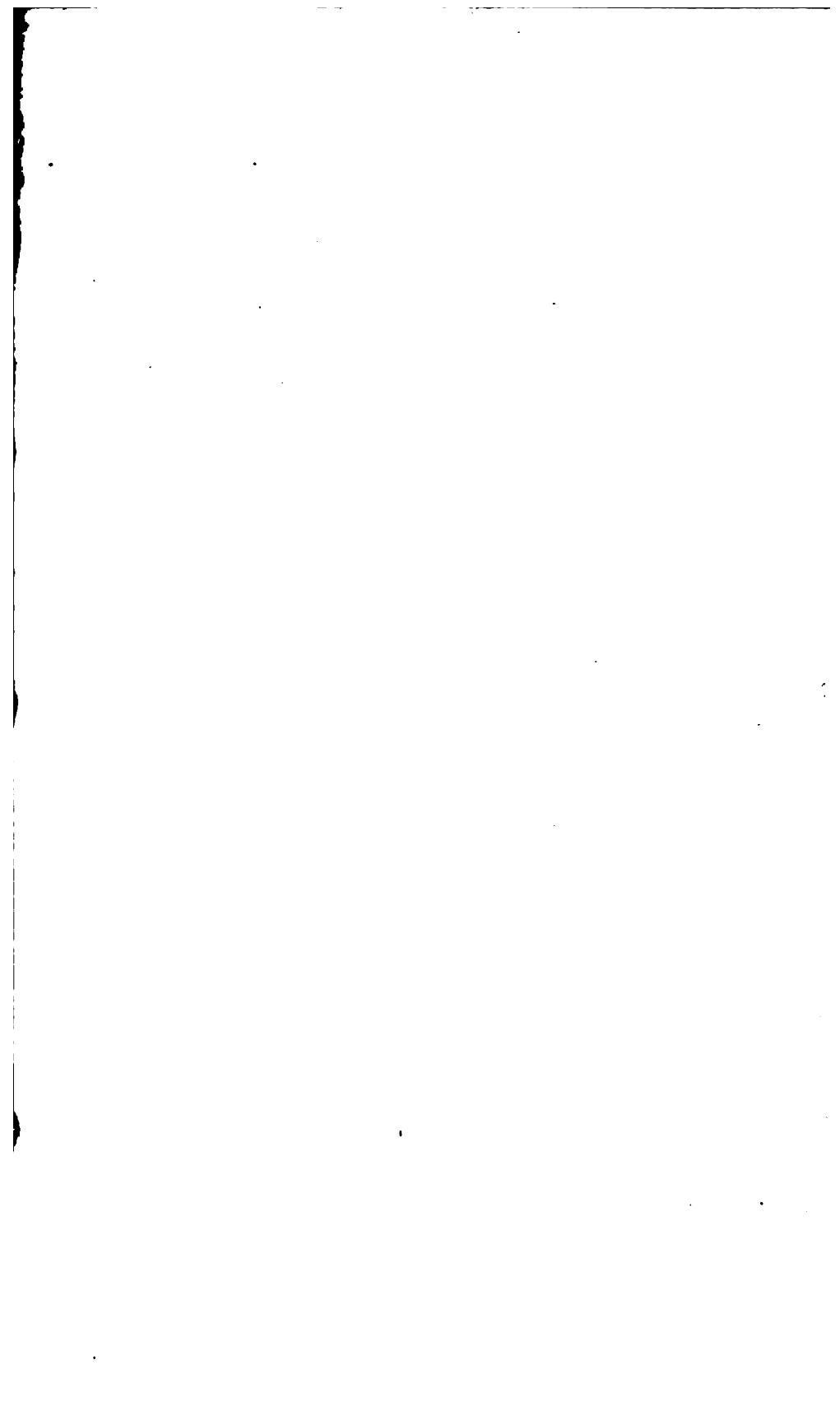
THIRTIETH ANNUAL REPORT  
AND  
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THE NEW-YORK INSTITUTION FOR THE INSTRUCTION  
OF THE  
DEAF AND DUMB;  
TO THE  
LEGISLATURE OF THE STATE OF NEW-YORK,  
FOR THE YEAR  
MDCCCLVIII.



NEWYORK:  
EGBERT, HOVEY & KING, 371 PEARL-STREET,

1849.







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## THIRTIETH ANNUAL REPORT.

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THE Directors of the New-York Institution for the Instruction of the Deaf and Dumb, ask leave to present to the Legislature their thirtieth annual report, putting upon record the state of the Institution under their care, and their transactions for the year eighteen hundred and forty-eight.

The officers and directors of the Institution are indicated in the foregoing list.

By the Treasurer's account, a copy of which is herewith submitted, it will be seen that the receipts of the society, during the year just closed, from every source, including the balance of one hundred ninety-six dollars and thirty-seven cents on hand at the close of the year 1847, have amounted to forty-three thousand three hundred fifty-three dollars and ten cents; and the disbursements have been forty-two thousand six hundred fifty-eight dollars and thirty-four cents, leaving in the Treasurer's hands, on the thirty-first day of December, 1848, a balance of six hundred ninety-four dollars and seventy-six cents.

The sum total of expenditures for the year, includes the interest on the debt of twenty thousand dollars, contracted to effect the necessary enlargement of the buildings, in 1846, and a payment of five thousand dollars on the principal of the debt which has been reduced to fifteen thousand dollars.

For many years past, the main dependence of the Institution for

its current expenses, and for the fulfillment of its obligations, has been upon the appropriations of the Legislature, now required to be renewed annually. These appropriations form three-fourths of the ordinary income of the Institution, and it may be added, that about three-fourths of the whole number of pupils are beneficiaries of the State.

All the other American institutions for the deaf and dumb, except one or two, which were liberally endowed by the general government, are, in like manner, dependent on the Legislatures of their respective States ; and to the honor of our State, and of our common country, be it said, during all the political changes and financial revolutions of the last quarter of a century, appropriations once made for this purpose of enlightened benevolence, have never, in any instance, been withdrawn. On the contrary, the aggregate of such appropriations by the different States has more than doubled within the last fifteen years, and now exceeds one hundred thousand dollars. Our own State, containing a much larger number of deaf mutes than any other, stands, as it should, foremost on the list.

The Board regard the facts just cited as indications that the appropriations made for the education of the deaf and dumb have been sanctioned by the public sentiment of the country : and that in the bright future that is dawning throughout the Christian world upon this neglected and degraded class of our fellow men, not the least bright is the prospect of intellectual and religious light, of usefulness and happiness opening before them in our own highly favored land.

The names of two hundred and twenty-five pupils, resident in the Institution, on the 31st day of December, 1847, were returned, in the catalogue annexed to the last annual report. Of these, two have died and thirty-nine have left. The admissions during the year were thirty-six, of whom one was a former pupil re-admit-

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ed. The present number, as will appear from the accompanying catalogue, is two hundred and twenty.

Though this is a small decrease from the unprecedentedly large number of last year, yet, while the population of our State continues to increase, we cannot anticipate any permanent diminution of the number of deaf mutes. There may be, from various causes, occasional fluctuations in the number actually under instruction, but, judging from the past, the number who ought to be under instruction will almost certainly continue to increase.

Of the whole number, one hundred and sixty are beneficiaries of the State, sixteen of the city of New-York, and eight of the State of New-Jersey. The expenses of twenty-six are defrayed in whole or in part by their own friends, one is supported by the Commissioners of Emigration, and the remainder, nine, are boarded and instructed for the present academical year gratuitously, most of them under that arrangement with the Superintendent of Common Schools referred to in previous reports, by which the Institution agrees to receive gratuitously a certain number of deaf mutes selected by the Superintendent, whose admission on account of age, or circumstances, could not well be postponed till the commencement of the next year.

The Board trust that the means at their disposal will never be so restricted as to compel them to refuse any deserving applications from our own State ; especially as, in not a few cases, it is important to receive the children, while the parents and friends are in the humor to bring them. If we suffer their zeal, when once awakened, to cool, there is danger that they may procrastinate the next application till quite too late for the unfortunate deaf mute to realize the full benefit of education, if, indeed, they do not postpone it forever.

Every year deaf mutes are brought to us to be instructed, who, though of good natural capacity, having passed the favorable

period of instruction, have the mortification to find themselves, in spite of the most painful and laborious exertions, outstripped in the exercises of the schoolroom by their younger classmates. These, had they been sent to the Institution a few years earlier, would have had a far better prospect of usefulness and happiness than can now open to them. The Board cannot, therefore, endeavor too earnestly to impress on the minds of parents and guardians, the high and solemn responsibility that rests upon them in this matter. The evil doubtless proceeds from want of information and reflection. We cannot believe that *any*, calling themselves men and Christians, can be found, who will *knowingly* and *deliberately* do what in them lies to thrust back their own unfortunate children from the freely offered bounty of the State.

The stern doom that shuts out the deaf and dumb, without remedy, from the whole world of sound, from the harmonies of nature, from the tones of affection, from the voice of prayer and the song of praise, justly awakens the sympathy and compassion of all who feel for the afflictions of their fellow men. But within this there is a far deeper and darker fate, from which, by timely effort, we can save them; a fate that shuts out the light of heaven from the opening faculties of the soul, cuts off that communion with its kind for which the lonely heart yearns, and closes up all the ordinary avenues through which the knowledge of God and the promises of the gospel can reach the spirit in its solitary and darkling pilgrimage. From this dreadful doom, the means of escape, in the kind providence of God, have been provided, and through the liberality of the Legislature have been made accessible to every deaf-mute child in the State. And we trust that every clergyman, every magistrate, every man of intelligence and humanity, who may become cognizant of the existence of a deaf-mute child kept back from the offered means of instruction, will exert himself with a zeal proportioned, in some degree, to the

momentous interests at stake, reflecting that an immortal soul may hereafter rise up to accuse *him* as accessory to a neglect involving consequences so fearful.

The general health of our pupils has continued good. Disease and death are sometimes permitted to visit us, but we have abundant cause for devout thankfulness, when we reflect that the cases of either of these afflictions are much fewer than in most other communities of equal numbers. Among more than two hundred and twenty deaf-mute children and youth, many of them of delicate constitutions, there have been but two deaths during the year. One of these was a case of *varioid*, which, however, by the prompt precautions adopted, was prevented from spreading further; the other, a pupil of African descent, whose health failing, he was returned to the care of his parents, and died among his own kindred, to whom he left the consolation that, during his brief residence with us, the glad tidings of the gospel had been revealed to him, and we hope not in vain.

To the salubrious and isolated situation of the Institution, to its regimen in respect to diet, cleanliness and exercise, and to the cheerfulness and contentment prevailing among its inmates, we ascribe, under Divine Providence, its exemption from the epidemics to whose ravages large cities are peculiarly liable. When, in 1832, and again in 1834, that mysterious scourge of the earth, now again approaching our shores, the Asiatic cholera, broke out in the city of New-York, and swept away thousands of its population, the directors, after seeking the best medical advice as to the course which duty to their charge required, came to the conclusion not to remove the school, and the event justified this course; not a single case of the disease, in either year, occurred in the Institution. In view of this fact, we hope, in devout reliance on a kind Providence, for a similar exemption, should the pestilence again

pass through our borders. Mean time, no proper precautions will be omitted.

Some addition to the ordinary expenditure has been incurred by the erection of a gas-house, with the necessary pipes and fixtures for lighting the building with gas. The current expense of this mode of lighting has thus far exceeded expectation, and proved rather greater than by the old mode of lighting with oil and camphine; but the light is of a better quality, and much more abundant, and this is a very important consideration among so many children required to study by night, to whom, in their peculiar circumstances, the preservation of eyesight is a matter hardly second in importance to the preservation of life.

The mechanical department is in a prosperous condition. Each pupil, in health, except a very small number whose circumstances do not make it advisable, is required to devote from three to four hours of each day to some manual employment, under the eye of a competent overseer. The female pupils are principally practiced in plain sewing, and in the household arts that will make their future homes comfortable and pleasant. A number of them receive instruction in dress-making, in tailoring, and in folding and stitching books. To the male pupils is offered the choice, under the advice of their friends, of five trades, being the same that have been prosecuted at the Institution for several years past, viz: gardening, cabinet-making, book-binding, shoe-making and tailoring.

The Institution fills, for its pupils, the place, for the time being, of a parent; and in most cases, during that period of life which is the most advantageous for acquiring the manual skill and habits of industry on which the deaf and dumb, with few exceptions, must rely for the means of future support. The duty of providing for them mechanical as well as intellectual instruction, has thus devolved upon us, and, while it is matter of gratulation that this

duty can be discharged with very little addition to the annual expenditure of the Institution, still, if the fact were otherwise, the shops would not be relinquished; for we hold that, to suffer our pupils, just as they approach the time for independent exertion, to contract habits of idleness and dependence, would be an evil that would, in many cases, neutralize our labors for their future happiness.

It is much to be wished, that a greater latitude of choice should be given, in selecting a trade, than the circumstances of the Institution have hitherto permitted. The benefits of this department of instruction would be better equalized, if each individual could have the chance of acquiring, while at school, the same trade which, from the natural bent of his tastes and talents, he would choose on leaving school. The Board hope, within a few years, if the past prosperity of the Institution is not seriously checked, to establish additional branches in the mechanical department. When the time arrives for this desirable measure, printing will probably be deemed one of the most eligible. This craft affords an employment not only agreeable to, but very suitable for, deaf mutes, since a deaf-mute compositor is not liable, like one who hears, to have his attention distracted from his work by conversation in the office. Another principle, also, which has influenced the selection of the trades now taught, viz: to give the preference to those of which the Institution is a large consumer, favors the selection proposed.

Drawing and lithography are branches of the arts which may become the means of respectable support to some of our pupils, and of enjoyment to many others. In the former, instruction has occasionally been given to those who showed a taste for it, and it is in contemplation to give instruction in the latter when circumstances shall make it expedient.



Reference has been made in former reports to the want of room in the shops, and to the proposed remedy by erecting a separate building for the stabling department, which now occupies one wing of the range built for the work shops in 1842. This measure has been deferred, partly owing to the pecuniary situation of the Institution, embarrassed with a large debt, and partly to the precarious tenure of its title to the ground on which the new stable should be erected, of which it is now a mere tenant at will. The Board have applied to the corporation of the city, in whom the title is vested, for a formal lease of this part of the premises occupied by them, under such restrictions as may be deemed proper and are still awaiting the decision of that body. It is evident that, the present work shops being now crowded, there must be an enlargement by some mode, before any additional branches can be introduced.

In the department of instruction, the results continue to be highly gratifying and satisfactory. The annexed report of the committee by which the annual examination, in July last, was conducted, will afford means of judging the progress which has been made by our pupils in the English language, and in other branches of useful knowledge. For further evidence on this point, the Board would refer to the testimony of the Superintendent of Common Schools, who, in his official capacity, took part in the examination.

The two hundred and twenty pupils of the Institution are divided into eleven classes, to each of which is devoted the whole time of a faithful and competent instructor. For some years past, the President, in addition to his other arduous duties, has saved the Institution the expense of one more instructor, by teaching a class personally. This, however, was a voluntary labor, which only his zeal for the interests of the Institution and rare facility in teach-

ing, could have made at all tolerable to a man with so many other demands upon his time and talents. To relieve the head of the Institution from this unreasonable burden, an additional instructor was appointed at the beginning of the present term. Edward Peet, the young gentleman selected, is a graduate of the University of New-York, and peculiarly qualified for his present employment, by a rare familiarity from infancy with the language of the deaf and dumb. The other instructors are all men of experience, and possess the full confidence of the Board.

Four of the instructors are educated deaf mutes, and it is a gratifying fact, that five of our former pupils are now employed as teachers of their companions in misfortune, in some of the kindred institutions at the South and West. An honorable career is thus opened, the prospect of which cannot fail to stimulate the more gifted of the deaf and dumb to perseverance in good conduct, and in intellectual effort.

The elementary works prepared by the President of the Institution, and published under the sanction of the Board, are coming into more general use, not only in this country, but in Great Britain, as they become more and more known. The first of the series, upon reaching a second edition, was thoroughly revised and stereotyped; and recently, a new edition of the little volume of Scripture Lessons being called for, it has also been revised, and is now in process of stereotyping. It is believed that no similar works in the English language have met with such general favor. Another part of the course is in preparation, and will probably appear during the coming spring. Judging from the benefit that has been derived from the parts already published, the Board anticipate that the complete course will introduce a new era in the history of the art, at least in this country, securing greater uni-

formity and certainty in the results of instruction than has hitherto been attained.

The Board, in pursuance of the policy which has always governed them, of embracing every opportunity to collect information on the subject of deaf-mute instruction, with a view to the ultimate profit of their own school, availed themselves, about a year since, of the visit of one of their number to Europe, to institute inquiries respecting the condition, management, processes and results of instruction in kindred institutions in Great Britain. The report of this gentleman, the Hon. WILLIAM W. CAMPBELL, has recently been made, and is hereunto annexed.

It will be seen that on the subject of teaching articulation and reading on the lips, to which his attention was more particularly directed, his observations as to the results attained in the London Asylum, led to the conviction that those sorts of exercises exact a serious waste of the time that should be devoted to intellectual improvement, without, in the great majority of cases, any corresponding benefit in an increased facility of social intercourse. The instructors of the Institution of London, it should be remembered, are reported the most zealous and successful teachers of articulation of any who use the English language. This recent testimony has confirmed the Board in the views on this subject expressed in previous reports.

Mechanical instruction is, to a great extent, neglected in the British schools, not by any means from doubts of its utility, but because the apprentice laws of that country, and the prejudices of workmen, jealous for the ancient rules and privileges of their order, will prevent deaf mutes who have learned a trade without serving a regular apprenticeship to a member of the *craft*, from

afterward finding employment. From such narrow and illiberal prejudices, our country has happily escaped.

The Institution maintains a correspondence, and an exchange of reports, and other publications, with many kindred institutions in various parts of the world ; and has thus acquired many valuable accessions to its library, of publications on the instruction of the deaf and dumb, in English, French, German, and other languages. The benefits, to the improvement and propagation of an art, derivable from such a correspondence, collecting the scattered rays of light to a focus, and bringing the fruits of experience and reflection of each to a common stock, are so obvious that it is unnecessary to enlarge upon them.

It is now nearly thirty-one years since the New-York Institution for the deaf and dumb was founded by a few active and benevolent men, nearly all of whom have gone to their reward. It was then a doubtful experiment, the results of which its founders watched with mingled hope and solicitude, while the public looked on, half with wonder, half with incredulity.

The practicability of raising the once despised and neglected deaf and dumb to the intellectual rank, and to the social privileges of the race, has happily long since ceased to be matter of experiment. For more than thirty years the evidence has been accumulating, till, in every county in the State, we can point to living examples of the blessings of education to those our once unhappy fellow men.

Among the hundreds of our pupils who have left, some no doubt there are, who have failed to profit, as much as we could wish, by the precious opportunities afforded them. But we have the satisfaction to know that if, in some cases, previous bad habits, or innate propensities have proved too strong for moral and religious

restraint ; and if in others, the labor of the teacher, expended on an ungrateful soil, has produced but a scanty intellectual harvest, yet all the influences of the Institution have been for good and for good only. Even the most unpromising of our pupils have received some degree of benefit—have left us with an enlarged circle of ideas, with better means of social enjoyment, and with the knowledge at least, of civil and moral obligations.

On the other hand, very many of our former pupils possess a knowledge of language which enables them to transact in writing their own affairs, to share, in its fullest extent, the communion of thought and feeling with near and dear friends, and to introduce themselves, through books and periodicals, to the society of the eminent minds in the world of letters and of art. Many, also, whose knowledge of language is less perfect, are happy and useful,—in society, objects of interest rather than of compassion, and in the family circle, not inferior to others in the capabilities of receiving and conferring happiness.

There still remain, even in our own State, too many melancholy examples to illustrate the benefits of education by contrast ; but we trust the time is not distant when the wretched and degraded lot of the uneducated deaf mute will be known only as matter of history.

In our last report, some remarks were made on the comparative condition of the blind and of the deaf and dumb before education, tending to show that, in every intellectual and moral point of view, the lot of the former is by far the least pitiable.

The question has also been sometimes discussed whether the educated blind, or the educated deaf have the best chance for happiness. No one can doubt that the educated deaf man has immense advantages in point of ability to provide for his own subsistence, and even to support a family ; but it has been held

that the higher intellectual and social advantages of the blind more than counterbalance the physical advantages of the deaf. This would undoubtedly be true if the deaf man were to be restricted to intercourse with those who can converse with him only by writing, or even by the slow and laborious articulation and labial reading practiced in some European schools. It is only where the language of looks and gestures is understood, that the deaf man can be restored to society on equal terms, and that to him, the social "feast of reason" is not reduced to a few chance crumbs. In such society, we fear not to say, the deaf enjoy social and intellectual privileges not inferior to those enjoyed by the blind, and thus the only drawback to the full happiness of the educated deaf man is removed. We need not then hesitate to decide that in the society of those who can readily converse with them by signs, (and in most cases in such society only) educated deaf persons have (music excepted) means of enjoyment not inferior to those possessed by their brethren and sisters who hear.

In concluding this record of the transactions of the year, while acknowledging our peculiar obligations to the kind care and fostering hand of the Most High, we are reminded how large a debt of gratitude is due for the high degree of prosperity with which our country has been favored above all other lands. Can we more acceptably show our gratitude than by works of benevolence? The poor and afflicted are with us always; and most abundant means for their relief have been entrusted to our stewardship. How accordant with the best and liveliest feelings of our nature, to use those means for increasing the great sum of human happiness. Can we doubt that the design of Providence, in permitting our brethren to be afflicted, and putting in our power the means of relief, was to enable us, by the cultivation of feel-

ings of love and the practice of unselfish deeds, to assimilate ourselves more nearly to the character of the Prince of Peace? We rejoice that national pride, the promotion of national enmity and of mutual slaughter, are no longer held to be the *only* objects for which national wealth can be poured out. Let a somewhat larger pittance from those millions be spared to aid in the intellectual and moral advancement of our race, in fulfilling the mission of that message of glad tidings and peace to all men, which is now entering even the long sealed ears of the deaf.

By order of the Board of Directors,

HARVEY P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*

INSTITUTION FOR THE DEAF AND DUMB, }  
New-York, Jan. 9, 1849. }

# APPENDIX.

NO. I.

## LIST OF PUPILS

In the New-York Institution for the Instruction of the Deaf & Dumb, Dec. 31st, 1848.

### MALES.

NAMES.	TOWN.	COUNTY.
Aldridge, John .	Chateaugay,	Franklin.
Andrews, Asahel .	Attica, . . .	Wyoming.
Andrews, Joel . .	Reading, . . .	Steuben.
Barnhart, Jacob . .	Potsdam, . . .	St. Lawrence.
Barry, Nathaniel . .	Yates, . . .	Orleans.
Bell, John Thomas .	New-York, . . .	New-York.
Benedict, Edward C.	Victory, . . .	Cayuga.
Breg, William, L. M.	Cohocton, . . .	Steuben.
Brown, Charles . .	Ellisburgh, . .	Jefferson.
Brown, John James .	Tioga Centre, .	Tioga.
Brundige, Ananias C. .	Pittstown, . . .	Rensselaer.
Bucklen, Simeon D. .	West Winfield,	Herkimer.
Burget, William Bert .	Fulton, . . .	Schoharie.
Burwell, George N. .	Perrysburgh, .	Cattaraugus.
Camp, James M. . .	Bethany, . . .	Genesee.
Chandler, John . . .	Mexicoville, . .	Oswego.
Chapple, Solomon . .	Stafford, . . .	Genesee.
Charlon, Henry . . .	Ausable, . . .	Clinton.
Chesebro, Nathaniel H.	Brookfield, . . .	Madison.
Chestney, William . .	Saratoga Springs,	Saratoga.
Clark, Matthew . . .	Malone, . . .	Franklin.
Clarkson, James W. .	Rahway, . . .	New Jersey.
Coffin, James E. M. .	Charleston, . .	South Carolina.
Cornell, Alvan H. . .	Jamestown, . .	Chataque.
Craft, William . . .	New-York, . . .	New-York.
Cross, Adelmer . . .	Cherry Valley, .	Otsego.
Cross, George M. . .	" . . .	"
Cross, Joseph . . .	Isle of Man, . .	England.
De Hart, Joseph . . .	New-York. . .	New-York



NAMES.	TOWN.	COUNTY.
Driscall, George . . .	Greene, . . .	Chenango.
Emmons, Jacobus . . .	Gravesend, . . .	Kings.
Evans, Owen W. . . .	Western, . . .	Oneida.
Ferris, Charles . . .	West Farms, . . .	Westchester.
Fitch, Harrison E. . .	Verona, . . .	Oneida.
Gardner, Andrew Jackson	Newburgh, . . .	Orange.
Garlock, Simeon T. . .	Canajoharie, . . .	Montgomery.
Garrybrandt, Zenas . .	Havana, . . .	Chemung.
Getman, Ozias . . .	Ephratah, . . .	Fulton.
Gilbert, Gustavus O. . .	Sparta, . . .	Livingston.
Gilbert, William L. . .	Avon, . . .	Ontario.
Giles, Alonzo M. . . .	Smyrna, . . .	Chenango.
Golden, Peter R. . . .	Hampden, . . .	Delaware.
Golder, John B. . . .	Jamaica, . . .	Queens.
Goodgion, Josiah . . .	Shawangunk, . . .	Ulster.
Graham, George . . .	Greece, . . .	Monroe.
Gravellin, Henry . . .	Essex, . . .	Essex.
Green, Peter . . . .	Greenville, . . .	Greene.
Grommon, Truman . . .	Adams, . . .	Jefferson.
Grow, Charles M. . . .	Potter, . . .	Yates.
Haight, Henry . . . .	New-York, . . .	New-York.
Halsey, John Van Riper	" . . .	" . . .
Harrington, Patrick . .	" . . .	" . . .
Harrison, George W. . .	Williamson, . . .	Wayne.
Harvey, Andrew Kirk . .	Binghampton, . . .	Broome.
Havens, David H. . . .	Plattsburgh, . . .	Clinton.
Hennion, Abraham W. . .	Pompton, . . .	Passaic, N. J.
Hertwick, Francis C. . .	Brooklyn, . . .	Kings.
Hill, David . . . .	Onondaga, . . .	Onondaga.
Hogenkamp, Daniel . . .	Haverstraw, . . .	Rockland.
Holmes, Edwin . . . .	Fulton, . . .	Schoharie.
Houston, Jefferson . . .	New-York, . . .	New-York,
Hurley, John . . . .	" . . .	" . . .
Jewell, Ephraim . . . .	Java, . . .	Wyoming.
Jobes, George W. . . .	Lloyd, . . .	Ulster.
Jones, Lawrence N. . . .	Richland, . . .	Oswego.
Kain, John . . . .	Shawangunk, . . .	Ulster.
Ketcham, Chauncey . . .	Brookhaven, . . .	Suffolk.
Lake, Leonard . . . .	Hartsville, . . .	Dutchess.
Larkin, Charles N. . . .	New-York, . . .	New-York.
Le Duc, Gerard . . . .	Ogdensburgh, . . .	St. Lawrence.
Ling, John Edward . . .	New-York, . . .	New-York.
Litts, William . . . .	Florence, . . .	Oneida.

## LIST OF PUPILS.

21

NAMES.	TOWN.	COUNTY.
Livingston, James S.	Chatham,	Columbia.
Marcy, Daniel P.	New Orleans,	Louisiana.
Martling, Robert J.	New-York,	New-York.
Matteson, Theodore	Silverbrook,	Chautauque.
McCormick, Robert	Williamsburgh,	Kings.
McCoy, Zachariah	Oswego,	Oswego.
McDonald, John	Gray's Creek,	Canada West.
McKean, Platt A.	Middle Port,	Niagara.
McLaughlin, Michael	Greenbush,	Rensselaer.
Miles, William Wallace	Hopewell,	Ontario.
Morehouse, Philetus E.	Granville,	Washington.
Myers, William Henry	New-York,	New-York.
Nicholls, Thomas H.	Oswego,	Oswego.
*Nodine, Benj. Franklin	Yonkers,	Westchester.
O'Hara, Charles	New-York,	New-York.
Parker, Charles M.	Sand Lake,	Rensselaer.
Parker, James W.	Rye,	Westchester.
Paterson, Andrew	Streetsville,	Canada West.
Richardson, Durant Tyler	Cherry Creek,	Chautauque.
Rider, Henry C.	Caroga,	Fullton.
Rider, William Henry	Brighton,	Monroe.
Ross, Hubbard W.	Litchfield,	Herkimer.
Ryan, John	New-York,	New-York.
Shannon, Hugh	Peekskill,	Westchester.
Shuester, Peter	Marion,	Wayne.
Simlar, John	New-York,	New-York.
Smith, James O.	Minden,	Montgomery.
Smith, Sylvanus B.	Brooklyn,	Kings.
Southwick, Edwin	Albany,	Albany.
Spicer, Devotion W.	Hoosick,	Rensselaer.
Stauring, Robert	Danube,	Herkimer.
Stewart, Fletcher	Malone,	Franklin.
Stock, John	New-York,	New-York.
Sweetman, Joseph	Homer,	Cortlandt.
Tainter, John	Stockbridge,	Madison.
Taylor, James	St. Johns,	New-Brunswick.
Taylor, George	"	"
Thompson, John	South Chili,	Monroe.
Vail, Lewis S.	Goshen,	Orange.
Van Velsor, Isaac	New-York,	New-York.
Vine, John	Rotterdam,	Schenectady.
Waldron, Warren	Northumberland,	Saratoga.
Wallace, Orville L.	Stockholm,	St. Lawrence.
Webster, Ahira G.	Fredonia,	Chautauque.
Wells, James S.	New-York,	New-York.

NAMES.	TOWN.	COUNTY.
Whitten, Daniel M.	Mamakating,	Sullivan.
Wilder, Austin M.	Alabama,	Gen. see.
Wilkins, N. Denton	Brooklyn,	Kings.
Williamson, Jaques S.	Gravesend,	"
Willis, Silas	Wells,	Hamilton.
Williston, Thaddeus	Khaca,	Tompkins.
Willson, David	Southport,	Chemung.
Winslow, James Harvey	Pierrepont,	St. Lawrence.
Witschief, John	New-York,	New-York.
Works, William S.	Hannibal	Oswego.
Wright, William P.	Booneville,	Oneida.

## F E M A L E S .

Abel, Margaret	Perryville,	Hunterdon, N. J.
Anderson, Cornelia	New-York,	New-York.
Ashley, Amanda E.	Rochester,	Monroe.
Bailey, Dorcas	Albany,	Albany.
Bailey, Phebe Ann	Spencer,	Tioga.
Ballou, Lydia Ann	Providence,	Saratoga.
Barnes, Frances Marion	Utica,	Oneida.
Bentley, Joanna	Southport,	Chemung.
Blauvelt, Catharine	Clarkstown,	Rockland.
Boughton, Lucy A.	New-York,	New-York.
Boughton, Augusta G.	"	"
Bower, Sally Ann	Lansing,	Tompkins.
Bower, Maria Louisa	"	"
Bower, Margaret M.	"	"
Bradford, Charlotte Z.	Crown Point,	Essex.
Brady, Fanny	Orange,	New Jersey.
Bronson, Sally	Wolcott,	Wayne.
Brophy, Anna Maria	New-York,	New-York.
Buck, Martha DeWitt	Orelia,	Canada West.
Casler, Mary	Dexter,	Jefferson.
Cassidy, Ellen	New-York,	New-York.
Chandler, Helen A.	Mexicoville,	Oswego.
Coghlin, Elizabeth	Rochester,	Monroe.
Colvin, Josephine Grace	Buffalo,	Erie.
Conklin Charlotte	Springfield,	Essex, N. J.
Cornell, Meribah	Jamestown,	Chautauque.
Cutting, Laura S.	Gerry,	"

Dobbie, Margaret Ann	Mamaroneck,	Westchester.
Dodge, Susan	Charleston,	Montgomery.
Donovan, Ellen	New-York,	New-York.
Doty, Rebecca	Sennet,	Cayuga.
Doty, Phebe Ann	"	"
Dye, Olive	Camillus,	Onondaga.
Eacker, Margaret	Mohawk,	Montgomery.
Easton, Elizabeth Ann	Roxbury,	Morris, N. J.
Eggleston, Delia Ann	Henderson,	Jefferson.
Fearon, Matilda	Brooklyn,	Kings.
Garratt, Catharine	Lyons,	Wayne.
Gilbert, Lucy	Sparta,	Livingston.
Green, Fanny Maria	Greenfield,	Saratoga.
Hahn, Auguste	Newark,	Essex, N. J.
Harrison, Susan M.	Williamson,	Wayne.
Hart, Adeline M.	De Ruyter,	Madison.
Hibbard, Martha A.	Rochester,	Monroe.
Hills, Jerusha M.	Fabius,	Onondaga.
Hills, Lucinda E	"	"
Hogenkamp, Emily	Haverstraw,	Rockland.
Hunt, Maryette	Nassau,	Rensselaer.
Hunter, Helen	Canandaigua,	Ontario.
Ireland, Sarah	Galway,	Saratoga.
Jackson, Elizabeth	Saline,	Michigan.
Jones, Laura	Remsen,	Oneida.
La Barre, Delia	Chateaugay,	Franklin.
Langlois, Eleanor	Malone,	"
Lathrop, Cornelia A	Rochester,	Monroe.
Leftwich, Emily	Wytheville,	Virginia.
Lighthall, Lavinia	Minden,	Montgomery.
Lighthall, Eliza	"	"
Macauley, Joanna	New-York,	New-York.
Mallinson, Mary J.	Haverstraw,	Rockland.
McCarty, Mary	New-York,	New-York.
McCoy, Eunice	Oswego,	Oswego.
McGuire, Rhoda	New-York,	New-York.
McKinney, Mary A	York,	Livingston.
Mead, Emily	Northville,	Fulton.
Northrop, Elizabeth A	Ontario,	Wayne.
Overheiser, Hannah	Bigflats,	Chemung.
Overton, Phebe	Coram,	Suffolk.
Padmore, Sarah Ann	Keeseville,	Essex.
Palmer, Eliza Ann	Moriah,	"
Patten, Hannah M	Saratoga Springs,	Saratoga.
Perry, Ann Maria	Cobourg,	Canada West.
Robbins, Harriet Mary	Champion,	Jefferson.

Romeyn, Jane Ann . .	<i>Glenville,</i> . .	<i>Schenectady.</i>
Ross, Mary . . . .	<i>New-York,</i> . .	<i>New-York.</i>
Seaman, Ellen Althouse	<i>Jerusalem,</i> . .	<i>Queens.</i>
Seymour, Hannah . .	<i>Vienna,</i> . . . .	<i>Oneida.</i>
Sharot, Ann Elizabeth	<i>New-York,</i> . . . .	<i>New-York.</i>
Skelly, Elizabeth . .	" . . . .	"
*Skinner, Fanny . .	<i>Washington City,</i>	<i>D. C.</i>
Spicer, Sarah Frances	<i>Hoosick,</i> . . . .	<i>Rensselaer.</i>
Sullivan, Catharine . .	<i>New-York,</i> . . . .	<i>New-York.</i>
Taber, Silence . . . .	<i>Scipio,</i> . . . .	<i>Cayuga.</i>
Tompkins, Ellen Maria	<i>Auburn,</i> . . . .	"
Van Zandt, Elizabeth .	<i>Watervleit,</i> . .	<i>Albany.</i>
Vanderbeck, Elizabeth A.	<i>New-York,</i> . . . .	<i>New-York.</i>
Walter, Gertrude Cochran	" . . . .	"
Warts, Louisa Ann . .	" . . . .	"
Wallace, Jenette . . .	" . . . .	"
Wilder, Zeruah D. . .	<i>Alabama,</i> . . . .	<i>Genesee.</i>
Williams, Elizabeth . .	<i>Orange,</i> . . . .	<i>New Jersey.</i>
Williams, Margaret Ellen	<i>Wyoming,</i> . . . .	<i>Wyoming.</i>
Willis, Maria . . . .	<i>Lions,</i> . . . .	<i>Wayne.</i>
Wilson, Chatharine B. .	<i>Fishkill,</i> . . . .	<i>Dutchess.</i>
Woodford, Almira . .	<i>Sherburne,</i> . . . .	<i>Chenango.</i>
Works, Martha Jane . .	<i>Hannibal,</i> . . . .	<i>Oswego.</i>

\* Absent.

	Males.	Females.
Of the foregoing, there are . . . . .	128	96
Absent, . . . . .	3	1
	<u>125</u>	<u>95 = 220</u>

From the city and county of New-York, . . . . .	36
" other counties of the State, . . . . .	164
" other States, . . . . .	12
" the British Provinces, . . . . .	8
	<u>220</u>

Pupils supported by the State of New-York, . . . . .	160
" " corporation of New-York, . . . . .	16
" " State of New-Jersey, . . . . .	8
" " Commissioners of Emigration, . . . . .	1
" " their friends, . . . . .	26
" " the Institution, . . . . .	9
	<u>220</u>

## DONATIONS AND SUBSCRIPTIONS.

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From D. Henry Haight, Esq., donation, .....	\$200 00
" Samuel Willets, Esq., " .....	10 00
" Charles N. Talbot, Esq., life Membership, ....	30 00
	<hr/> \$240 00

From Editors Commercial Advertiser, their paper daily.	
" Courier and Enquirer, " "	
" Churchman, " weekly.	
" New-York Evangelist, " "	
" " Recorder, " "	
" Christian Intelligencer, " "	
" Christian Adv'e & Journal, " "	
" Sunday School Advocate, " "	
" Sentinel of Freedom, Newark, N. J., "	
" Morning Star, Dover, N. H., "	
" Canajoharie Radii, "	
From B. R. Winthrop, Esq., Protestant Churchman weekly.	

**The New-York Institution for the Instruction of the Deaf and Dumb, in account current with ROBERT D. WHEELS,  
Treasurer, from January 1st, 1848, to January 1st, 1849.**

EXPENDITURES IN 1848.		RECEIPTS IN 1848.	
Paid superintendence, professors, steward and servants, .....	\$ 11,355 57	Balance on hand, Jan. 1, 1848, .....	196 37
Groceries and provisions, .....	9,586 72	From Comptroller of State for State pupils, .....	20,778 34
Dry goods for clothing, and cash advanced pupils, .....	1,938 42	" " " payment of arrears for clothing furnished	5,000 00
Building and repairs—		" " " State pupils, .....	5,900 00
Erection of Gas House and fixtures, .....	2,884 77	Requests of the University of New-York, .....	629 19
Repairs of Buildings, .....	1,340 57	Corporation of New-York, for board and tuition of 16 pupils, ..	2,080 00
Two Hot Air Furnaces and fixtures, .....	321 75	Treasurer of the State of New-Jersey, .....	1,310 00
Hay, straw, oats, corn, ground feed, &c., .....	1,755 14	Comptroller of the City of New-York, clothing furnished City and	
Smith's bills, repairing harness, &c., .....	822 37	State pupils, .....	340 00
Wagon, \$120—Cow, \$63 50, .....	755 55	Supervision of Counties, for clothing for State pupils, .....	9,453 50
Sack, tools, and wages for book bindery, .....	5 51	Clothing and cash advanced pupils clothed by friends, .....	836 46
" " " " shoe shop, .....	189 50	Paying Pupils, .....	2,607 95
" " " " cabinet shop, .....	654 63	Charles N. Talbot, Esq., life membership, .....	30 00
Gardener's wages, seeds, tools, &c., .....	692 34	D. Henry Haight, Esq., do., .....	200 00
Soap stretch and labor for washing, .....	543 80	Work done in book bindery, .....	1,010 77
Medicines and professional attendance, .....	349 71	" " cabinet shop, .....	240 37
Books, slates, crayons, and stationery for schools, .....	744 40	" " shoe shop, .....	87 96
Printing annual report, Notices, &c., .....	340 20	Board of workmen, .....	68 14
Seamen's Bank for Savings, on account of loan, .....	227 24	Sales of hogs, calves, and keeping horses, .....	914 66
Insurance, .....	185 20	" empty flour barrels, \$42 64; molasses casks, \$4 26, ..	46 31
Railroad fare, \$100 63; Postage, \$46 71, .....	8 75	" vegetables, \$23 67; soap grease, \$18 93, .....	42 79
Stationery, \$58 64; Directory and Register, \$8 76, .....	5,000 00	" old Cotton Hose, .....	3 00
Expenses of delegation to Albany, .....	1,925 00		
Do. collecting accounts, \$13 18; Discount, \$11 35, .....	147 34		
C. F. Hobbs' bill for interest, .....	24 53		
Balance on hand, .....	10 00		
	694 76		
	<u>\$43,353 10</u>		
		1849, January 1, Balance on hand, .....	\$ 43,353 10
			<u>604 76</u>

We have examined the above account and compared the entries with the vouchers, and find the same to be correct.

MOSES TAYLOR, }  
ROBERT KELLY, } FINANCE COMMITTEE.

New-York, February 20th, 1849.

**R E P O R T**  
**OF THE**  
**COMMITTEE ON EXAMINATION**  
**OF THE**

**New-York Institution for the Instruction of the Deaf and Dumb.**

**SUBMITTED BY MR. CAMPBELL, NOVEMBER 14, 1848.**

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THE committee of the Board of Directors of "The New-York Institution for the Instruction of the Deaf and dumb," intrusted with the annual examination of the Institution for the year ending July 13th, 1848, beg leave to

**R E P O R T :**

That in the performance of the duty with which they were charged, they spent the 12th and 13th days of July in a thorough and detailed examination of all the departments of the Institution.

The committee would here express the gratification afforded by the presence and assistance of the Hon. Christopher Morgan, Secretary of State, and Superintendent of Common Schools, and *ex-officio* visitor of the Institution on the part of the State. A deep interest in behalf of the deaf mute, and an earnest solicitude for his future usefulness and happiness, led him to institute a particular examination of the system of instruction, both in its processes and its results, as well as a close inspection of the Institution in respect to the physical comforts and health of the inmates, the result of which was not the less gratifying and satisfactory to the Hon. Secretary, than to your committee, inasmuch as it convinced them that every effort is made by the president and officers not only to insure the physical comfort and health of the pupils, but



also to secure to them the advantages of a thorough, practical, and systematic course of instruction.

The committee were first conducted, on their tour of observation, into the workshops, where they found the pupils engaged at their respective trades. This department has been noticed so much at large in the reports of former committees, its necessity and evident utility so forcibly illustrated, and the order and general neatness of the shops so deservedly commended, that your committee deem it unnecessary, in this report, to enter into details, but would respectfully refer the Board to the former reports for any information which they may desire in respect to this department, simply remarking that they found no reason to dissent from the positions therein taken, in regard to the great advantage of affording to the pupils an opportunity of becoming acquainted with some mechanical employment, or from the opinions therein expressed as to the admirable manner in which the department is conducted.

In the domestic department, also, your committee found the same untiring zeal, activity and devotedness in watching over, and providing for, the wants of this numerous household, which have so often been the theme of warm and well deserved commendation before the Board. Nothing can be more admirable than the exceeding neatness, comfort and order apparent throughout the house and in the personal appearance of the pupils. The matron deserves as well the thanks of the Board for the manner in which she has performed her arduous duties, as the grateful remembrance of those who have been the objects of her unwearied care.

But we pass on from these minor and incidental matters to the more important duties with which the committee were charged. After attending the usual morning worship in the chapel, the examination of the classes was commenced with the *Eleventh*, or lowest class, which had been in the Institution about ten months.

The class was examined in that part of the "Elementary Lessons," which had been gone over by them, comprising a vocabulary

of the different parts of speech, the inflections of verbs, the use of the preposition, the article, the conjunction "*and*," and the pronoun. The performances of the pupils were very satisfactory, and showed a commendable degree of diligence and assiduity on the part of both teacher and pupils. They were found also to be familiar with the nature and attributes of God, the moral and social duties of man, and the immortality of the soul.

The *Tenth* class had also been under instruction about ten months, being composed of the choice pupils of the class that had entered at the commencement of the academic year. They had been over the same ground in the "*Elementary Lessons*," as the *eleventh* class. They wrote promptly and with great neatness, from the signs of the teacher, nouns, adjectives and verbs, giving the inflections of the nouns and verbs. They combined words in short sentences, illustrating the use of the preposition, conjunction and pronoun, in addition to the parts of speech above mentioned. In numbers they were able to count up to one hundred, and in the "*Scripture Lessons*," were familiar with the sections on the attributes of God, the duties of man, both towards his Maker and his fellow man, and the immortality of the soul. Most of the examination on the last subject was conducted in the sign language, and was highly interesting to the committee as an illustration of the capability of that language for imparting information to the deaf mute, even in the earliest stages of his education, respecting his relations to the Deity and to mankind, and the moral and social duties growing out of these relations. The examination of this class was entirely satisfactory to the committee.

The *Ninth* class was composed of pupils who had been under instruction for the term of two years. They had just completed and reviewed the "*Elementary Lessons*," and passed a creditable examination on the different principles of construction embraced in the latter half of this work. They were also experienced in writing short narratives and descriptions of familiar objects, show-

ing a degree of readiness in expressing their ideas in written language, which was truly astonishing, considering the comparatively short time they had been under instruction. The limited time appropriated to the examination of each class, would not of course allow the committee to enter into a minute and detailed examination of all the studies which had occupied the classes during the year, but as those points upon which they were examined, were selected by the committee from the general list of studies laid down in the programme furnished by the president, without any previous intimation either to the teachers or scholars, it is fair to suppose that they would be found equally ready and well prepared on those which did not come up for examination.

The *Eighth* class, which was next visited by the committee, was also composed of pupils just closing their second academic year. During the year they had completed the "Elementary Lessons," and taken up the "Course of Instruction, Part II," in which they had gone over the first two chapters, embracing the "History of Man," the "Illustration of words and phrases," and the "Comparison of Adjectives."

<sup>A</sup> As it was impossible to go over the whole ground indicated in the programme, the teacher was desired to show some of the results of the year's study. He, therefore, at once, required the pupils to write the conjugations of some of the irregular verbs, the inflections of the verbs in the various tenses of the indicative mood, and sentences illustrating these inflections, such verbs as "to sit," "to stand," "to run," "to have," "to be," &c., being given. All these exercises were readily and correctly performed. In order to test their ability to use written language, the pupils were required to write a short narrative or story upon the spur of the moment. The following are some that were thus written :

*"The Story of an Elephant and the Tailor."*

"An Elephant went by a tailor's shop ; he put his trunk in the window of the shop ; perhaps to ask for something to eat. The tailor

pricked his trunk with a point of a needle. The elephant was angry, and went to a dirty pond of water and mire. He loaded his trunk and went to the shop and squirted dirty water, like a pop-gun, on the tailor, and spoiled his new beautiful clothes. A man who owned the coat scolded him for it."

*Moral.*

"Be careful how you do that is wrong. If you did it without asking, you would be paid for it."

One of the girls wrote,

"A lady went into the store; she bought the round bellows; she again went to her home; she went into the church; she is cool with the round bellows a little time. Many people laughed at her; she was ashamed and went to her home."

Another pupil gave,

*"A Story about a Boy and a Bee."*

"Some years ago, I saw a little boy walking along the side of the road. While he was walking, he saw a large bee on a briar. He looked at the bee and tried to catch it; but just as he touched it, it stung his finger and flew away. The little boy ran home. His mother wrapped up his finger; it was well in a few minutes. After a few minutes, the boy ran away out in the streets looking for more bees. His mother called him to come in the house and let the bees alone,"

One more will suffice.

"A few years ago, a young lad was wandering in the swamp, while he found a nest of an old eagle in a high tree. He tried to get the young eaglets, but he could not climb up the high tree, because the tree was too big round for climbing of the young lad. He returned to his home for an axe; he was not old enough to chop a tree, but he called a man to help him in chopping. Then they returned to the swamp where the young lad had found the nest in a high tree. After the man hewed down another tree, and the tree fell against the high tree; then the young lad climbed up quickly, and gladly received the young eaglets. He threw down the young ones to the wet ground, while an old eagle came to her nest, and she meant to feed the young ones, but she found the young lad in the tree near her nest, and she then struck the lad's head by her wings. The lad said that his head was much hurt, and he came down the tree by climbing. He gave one to each boy who came with the young lad into the swamp, and there were four young eaglets."

These examples sufficiently illustrate the ability of the pupils of this class to express themselves in written language, and show the diligence with which they have applied themselves to their studies.

As the hour had expired, the committee were compelled to cut short the examination, without even touching upon the other topics embraced in the programme, to wit: "Arithmetic" and the "Scripture Lessons." Some remarkably good specimens of penmanship were exhibited to the committee, and such as would do honor to pupils of a longer standing.

The two following compositions are selected from those furnished by this class, and are presented as affording further evidence of their proficiency in the acquisition of written language.

"It is now nearly two years since I came to this institution. When I was a little boy, I could hear and speak, until I was about twelve or fourteen years old and then I had a hard sickness. My head and joints were swelled very hard for nearly five years before I was able to stand upon my legs. I have lost my hearing. After five years I could begin to walk about, and after a few years, my friends advised my father to bring me to the Deaf and Dumb Institution for several years to learn to read, write and cypher. My brother brought me here to Mr. H. P. Peet. When I entered the room of Mr. Peet he shook hands with me and talked to me a few minutes. After he finished talking, my brother shook hands and returned home. I was sorry when he left me for a little while. Mr. Peet told me to go up stairs to the school room, but I could not find it, I met Miss Kellogg, and she led me to the school room of Mr. J. V. N. I was ignorant when I came to the Institution. I had never learned to make the letters or any signs. I begun to make the letters and to write easy words first for most a year. After I learn to make the letters and write, I will soon begin to improve in writing, and be more happy than I was before I came to this Institution. I went to school a little at home, but I could understand but little what the teacher taught me. My father was sorry and said I could never learn to read and write well there. He said I could learn a great deal more at the Deaf and Dumb Institution."

"Some years ago an old stooping man went to the woods of my uncle Joseph. He heard a swarm of bees flying about on the low bush. His

business was done, and then he returned home. He told somebody that he had found a swarm of bees near the woods. Afterwards my uncle Joseph heard the old man had found the bees in his woods. He went to the woods and seen the bees swarming among the bush. Then he searched for the bees' honey for a long time, and found the bees flying round the high tree. In the Fall one evening the weather was cool and pleasant. My uncle Joseph's servant hewed down the tree and found the large honey-comb in the hollow of the tree about two large pails full. The bees flew out of the hollow tree, and they would sting anybody who went close to the tree, but they had fetched some straw to burn up the bees. Then they took the whole honey-comb and put it in two large pails. My uncle Joseph and his servants brought them home, and his daughters set a table, and put bread, butter and honey on the table for those who had helped him with the honey near the woods. Then they ate bread, butter and honey very happily, but one or two of the men were stung in their mouths by the bees in the honey. Their mouths were swelled up in a few days, and others laughed at them."

The *Seventh* class consisted of pupils who had been under instruction three years, and the ground gone over by them was the same as that accomplished by the last mentioned class. The committee would commend the patient and assiduous care of the teacher, who, although not favored with pupils of as great intellectual capacity as some others, had yet done well with them. It cannot be expected that all the pupils in the Institution should be of equal mental capacity, or of equal attainments in reference to the time of their instruction, but if they have done as well as they could do, they are as much entitled to praise as those who, with greater mental endowments, have done more. The committee would therefore say, that the examination of this class was satisfactory, since it showed that much care and attention had been bestowed on them by the teacher, and that much diligence had been used by the pupils.

The *Sixth* class had also a standing of three years, and their studies embraced the "History of Man," the "Comparison of Adjectives," and a part of the "Natural History of Animals," in the

"Course of Instruction, Part II." In composition, they had been exercised in the formation of sentences on given words, in writing short narratives, journals, and letters. In arithmetic, they had learned the four fundamental rules, and in the "Scripture Lessons," had reached the XXVI section. In all these studies the class was examined as thoroughly as time would allow, and evinced great intelligence and considerable mental discipline. The committee would especially commend the hand-writing of this class as being very superior.

The *Fifth* class was also one of three years' standing. Their studies had extended to the 133d page of the "Course of Instruction," embracing, in addition to those chapters enumerated in the studies of the last two classes, the "Natural History of Animals," and some parts of the "Development of Verbs." In composition, in addition to the usual daily exercise of forming sentences on words, they had been required to write on given topics, narratives and anecdotes, also letters, and a weekly journal. In arithmetic, they were well versed in the fundamental rules; and the "Scripture Lessons" had been finished and reviewed. The examination was principally confined to the "Natural History of Animals," and the class showed great familiarity with the subject, answering, both by signs and in writing, the questions propounded to them with promptness and correctness. As an illustration, both of their readiness in the use of written language, and of their acquaintance with the subject which they had been studying, the committee subjoin several compositions written in their presence upon the spur of the occasion.

*"The Bee."*

"A bee is a very useful insect. A farmer often keeps bees in hives. They fly in swarms round flowers to suck them in summer. The bees gather honey from the flowers for winter. When the farmer's wife wishes to get honey, she goes and takes part of the honey in the hives, and leaves part for the bees. If she takes all the honey from the hives, the bees will all leave the hive and fly away to look for another hive.

The farmer often carries part of the honey to stores to sell it. Some people kill bees to get honey in the fall. When the bees swarm in May or June, the young bees leave the old hives and fly far from home to look for a new hive of their own, but when the farmer sees them swarming, he beats an old iron pan. The bees hear it and light on the tree near his house. The farmer rubs a new hive with sweet smelling herbs and salt for some time. Then he brings it to the tree. He cannot put the bees in the new hive, because they will sting him. He carefully saws off the limb of the tree with all the bees on it, and shakes the bees off on a sheet. He puts the hive over them. The bees climb up into the hive, and begin to make honey-comb. The bees always prepare honey for the winter."

*"The Pelican."*

"The pelican is a large and curious bird. The pouch under her bill will carry half a bushel. She is skillful in catching fish; she builds her nest in a desert, far from the sea, and she has to bring water in her pouch to her young ones. I believe that I have never seen one. It is said that when the pelican brings water to her young ones at a great distance, and when she has flown away, the lion and the tiger come to drink a part of the water, but never hurt the young ones. When the old pelican returns again, and sees that the water is abated, she has to fly away and fetch water again. The lion and tiger are sagacious animals, because they did not hurt the young ones. If they killed the young ones, the old pelican would never bring water, and they would have to be thirsty."

*"The Squirrel."*

"I have heard that Mr. Ahira Hall, who was my friend, while once walking about in the great trees, lost his good spectacles, but he did not know it. When he had gone home he wished to use the spectacles, and began to look for them in his pockets, but he did not find them. He thought that he had lost them in the woods. After a few months, his son went away, and had much pleasure in shooting among the trees in one day. As soon as he saw a black squirrel hanging something in his mouth on the branches of a tree, and did not know what the thing was, he shot the squirrel, which fell down, together with the thing, on the ground. Immediately he found the thing, which was a pair of spectacles, and then he knew that they were his father's. He would offer them to him. This was a true story: he wrote it."



Hon. Mr. Morgan proposed the question whether they were sorry that they were deaf and dumb. To this they returned written answers, of which the following were copied, at random, from the slates :

" We are not sorry that we are deaf and dumb. We are very happy in this class."

" We are not sorry that we are deaf and dumb. We hope that we will go to Heaven, and become able to hear, speak and sing sweetly in Heaven, when we die."

" We are not sorry to be deaf mutes. If we are good and pious we shall be able to hear, speak, and sing in Heaven, and we there will be much happier than we are in this world. If God gives us his holy spirit, He will not cast us into hell, and we shall not live with Satan when we die."

" I am not sorry that I am deaf and dumb. I will ascend to Heaven, where the deaf hear and the dumb speak. I will be happy in Heaven."

These will suffice to show the facility in the use of language which this class has acquired in the short space of three years.

The committee were highly pleased with the evident zest with which the pupils entered into every exercise, as well as with their rapid advancement in the difficult study of written language. The class has been thoroughly instructed, and seems to have made diligent use of the rare advantages which it has enjoyed.

The committee would add, that the penmanship of this class was excellent and deserving of special notice.

The following are compositions prepared by pupils of this class:

*" Heaven."*

" Heaven is a place where God, our Saviour, and the holy angels live, and where the good spirits of men who die will go after death. Heaven is glorious, and is always light. The angels in Heaven always sing and give glory to God, for the Saviour who died on the cross for the sins of men. In Heaven, the angels are always happy, and never unhappy. They take off their crowns from their heads and worship God, and say that God is holy. We cannot see Heaven now, but when we die we shall see it, and learn many good things, if we are good and

pious. Our Lord always looks down from Heaven and watches His people. In Heaven there is neither sickness, pain, nor misery, but there is happiness and peace for ever. When a good man dies, he will go to Heaven, and when he meets his old friends, he will know them. If sinners do not repent, their souls will be miserable in hell for ever after death; but if they repent while they live, and believe in Jesus, they will be saved.

"Heaven is called Paradise. While Jesus was hung on the cross between two thieves, one of them said unto Jesus, 'Lord, remember me when thou comest to thy kingdom.' Jesus answered him, 'To-day thou shalt be with me in Paradise.'

"Heaven is more beautiful and happy than the world. We do not know where Heaven is. At the last day the world will be destroyed by fire: but Heaven will never be destroyed. Formerly Satan was good, and he lived in Heaven, but at last he became proud, and rebelled against God. God knew what he meant, and cast him into a miserable place, and now he can never live in Heaven.

"Abraham, Isaac, David, and the prophets, are now in Heaven. If we wish to meet them, we must forsake our sins, and become the friends of God. Then we will be happy in Heaven after we die."

### *"The Indians."*

"Many years ago, long before our grand-fathers were born, the whole of this country was covered with woods. It was a great forest. There were many Indians in this country who were very wild and savage. The Indians did not live in houses, but lived in wigwams in the forest. They often went, with their dogs, bows and arrows, through the woods to hunt their game. Some of the Indians were so strong and active that they could run as fast as a horse. Their faces were copper colored and as bright as our shoes. Some white men came from England to this country and drove out all the Indians. I am sorry for the Indians because they were driven from home. They were scattered in different parts of the country. Many of them settled in Indiana. In winter, many Indians took their wives, their children and dogs and went with them through the woods to hunt their game. It snowed very deep, the wind blew hard, the weather was very cold and they had no sleighs, but notwithstanding, they walked in the deep snow through the forest where they lived in wigwams. They were very hardy and did not care for the cold. The female Indians never carried their infants in their arms, but they usually carried them on their backs bound to a board to make them straight. The Indians had no whiskers and their

faces were as smooth as a woman's. They never shaved. Some of them had not washed their faces and hands for some weeks. They were very dirty like hogs. The Indians did not speak like white men, but they were very skillful. The Indians and their wives often shaved wood and made brooms of it and baskets of wood, bags, moccasins of beads and carried them to stores to sell them. The Indians put their dogs in canoes and the Indians rowed a great way to the woods to hunt bears, beavers and many others for the sake of their skin. In winter the Indians put many beautiful things in sleighs and carried them about to sell them. My father bought a beautiful bag of a female Indian. He paid a dollar to her for it and gave me it. The female Indians did not make dresses as white girls did. They never wore shoes as we do, but wore moccasins. They were very curious."

The *Fourth* class, in addition to the second part of the "Course of Instruction," had also used as a text-book "Smith's Quarto Geography," and had learned twenty pages of it, including "General Definitions," "Natural Divisions of Land and Water," "Latitude and Longitude," "Circles and Zones," "Climate and Productions," &c.

The committee would here take occasion to remark upon the immense advantage which has resulted from the use of the elementary works prepared by the president. A greater uniformity in the attainments of the pupils, and a more rapid progress in the acquisition of alphabetic language, are, the committee feel well convinced, the results of that systematic and progressive arrangement of the difficulties of our language which is found in an eminent degree in these works. Before the preparation of these books, there were no school books adapted to the wants of the deaf mute, and teacher and pupil were alike left to grope their unaided way through the labyrinths of difficulties which beset them on every hand. But the pupil now possesses the necessary aids to enable him to obtain a more rapid progress and more perfect knowledge of that, to him, new and strange language, which, in his intercourse with the world, he must substitute for his own language of signs.

But to return to the examination; while awaiting the entrance

of the committee, the class had been directed by their teacher to give, in writing on their large slates, their names, their ages, the residence of their parents, their time of instruction at the Institution, together with a brief sketch of themselves, and their reflections and impressions before receiving instruction. This they had done with various degrees of minuteness, accuracy and graphic description. One of these was selected as an illustration of the ability of the class in the use of written language.

"My name is J. S. W. I am fifteen years of age. I was born on the 20th day of July, 1832. I live at No. 454 Hudson st. New York. I have been at school nearly four years. Before I came here when I was a new pupil I could spell some words with my fingers. I could write some words on my small slate with my pencil. Mr. A. A. S. taught me to form the letters of the Alphabet for the Deaf and Dumb. He taught me to learn an easy lesson in the spelling book. He taught me to add easy numbers together into one sum. I could subtract small numbers from other numbers. I could make signs at home, but not entirely like our signs. I could write my name. My father taught me to write my name. But I soon forgot it. He often taught me to write my *same name*. I tried to learn this. I recollect that my female friend taught me of God, while she was pointing against some words in a thin book, with a pin. She taught me to remember this sentence, "God is good." When I came here, I began to learn my lesson in the book of "Elementary Lessons." (Mr. Peet wrote it.) I was taught by Mr. F. A. Spofford first. I continued to be taught by him about one year. Mr. Peet then chose me into Mr. Bartlett's class. I am taught during about three years by Mr. B. I have learned the second part of the "Course of Instruction." I have learned somewhat Geography. I have learned the book of "Scripture Lessons." I have learned some lessons in the Holy Bible. I have learned "Fractions." When I came here, my mind was as little as a babe's mind, but now my mind increases to be as large as a lion's mane."

As a test of their knowledge of the grammatical arrangement of words in a sentence, the following words were given by the committee to be used in the nominative, possessive and objective cases, viz.: "a man," "a house," "the earth."

The following were some of the sentences written: "A *man*

cannot make the lightning." "A *house's* windows are very useful." "The moon revolves round the *Earth* every month." "A *man* laughs at a dog when he sees he is fighting himself alone with a bone." "The *house's* old roof is grown with green moss." "God can destroy the *Earth*."

The examination of this class was interrupted by the lateness of the hour, and, for want of time, was not resumed the next day. For further evidence of the proficiency made by the class in the various branches of study to which they had attended, and their ability to render an account of what they had learned, the committee refer to the annexed composition, selected from some previously written by them on a variety of topics. The examination was in the highest degree satisfactory.

#### "*Keeping House.*"

"A house is a dwelling place. It is built by some men. It is made of wood or brick or clay. The men plaster the ceiling and walls of it with lime. When they have finished building, some women wash every thing that is dusty. A husband pays them money when they both have worked for him. He and his wife begin to live in their house. He buys new carpets, dishes, furniture and other things. He carries them to his house. His wife sews carpets for the floors. When she has finished sewing them, he helps her to spread them on the floors. He fastens them with tacks. The good wife begins to arrange all things in the rooms. She washes dishes herself when they are dusty and new. She collects them on the cupboards. She plans in doing any things. She cooks good food for eating. Her husband thinks himself that he must have a garden. He builds fences before he begins to plough or harrow. He plants seeds in the ground to raise vegetables. He takes good care of his own garden. He builds a little pen before he buys a few pigs. They live within the pen. His wife goes beyond the fences and milks a cow with a pail. She fills the pail with milk. She returns into the kitchen. She puts the pail of milk on the table. She washes her hands because they are dirty. She strains milk into pans with a cloth. She opens the door of the floor and carries the pans of milk into the dark cellar. She puts them on the table. Sometimes her husband asks her, "have you milked the cows?" She says, "yes, I have milked." He must feed the cow with salt. He drives her away. His

wife loves to keep her rooms. She sweeps the floors. She often searches the corners of the walls because they have dirty webs. She brushes them before her friends come to call on her. She picks up flowers. She puts them in a pitcher with water in the parlor. A tree stands before the window of the parlor. She opens the window to be cool when it is very hot in the summer. Her husband mows, cradles hay, wheat and other grain. He puts it into his barn for his horses and cattle. But he sometimes sells it to the man to get money. He earns it enough. His wife washes clothes when they are dirty. She spreads them on the grass to be dry. It makes her strong and healthy when she washes hard. When she has finished working, she rests when she is tired. She irons clothes with flatirons. Then she is obliged to go to the store to buy clothes, spools, needles, &c. She returns to her home. She sews cloth for shirts, table cloths and curtains. Her husband goes to the woods to chop trees for the fire before the winter. He collects wood in his shed. His wife makes bread, cake, pies and other good food. They are made of flour. In the winter she and her husband love to sit by the fire when it is cold. In the evening she lights her lamps. They are on the table. His wife sits by the table near the fire. She darns stockings with big needle and yarn because the holes are in them. While she hears, he is reading newspapers and telling stories. They laugh because the stories are funny. Their dear kitten sits on the hearth. The husband and his wife like to be at home. They are fond of collecting and arranging kinds of the books in the closets. They love to read the history of the books, because they are very useful. His wife cannot see her dear parents for it is too far from their home. When she is separated from them, she lives in the house with her husband, because he is married to her. In the morning and evening they read the Bible before they pray to God. They thank him for he spares their lives. They are fond of examining the history in the Bible. On Sunday they read it when it is interesting to them. They think of God seriously on the Sabbath. They ask God to bless their parents, sisters and brothers and friends. They go to the church every Sunday. They hear while the minister is preaching in the church. They hope that when they die and leave their house, they will go to heaven, and live with God and angels forever."

The *Third* class had been instructed in history, geography, and the dictionary, in addition to the use of that part of the "Course of Instruction," embracing the "Development of the Verb." The first

subject of examination was history. The teacher first explained the different ways in which the text book had been used, the object being not merely to impart a knowledge of historical incidents, but also to give a practical acquaintance with written language, and promote in various ways the discipline of the mind.

An illustration was then given, by request of the committee, of the mode in which a lesson is committed to memory, by spelling with the fingers, every letter of every word. As grammar had been taught in connection with the lessons in history, one of the sections, selected by Mr. Morgan, was assigned to the class, as a parsing exercise, some writing the *nouns* embraced in the section, others the *verbs*, and the rest the *adjectives*. They gave evidence of an accurate knowledge of the different parts of speech. To ascertain their knowledge of history, various questions were proposed by the committee, which were answered correctly by signs, and, being requested by the secretary to write some account of Alexander the Great, each pupil filled his slate in a few minutes with an intelligent and highly satisfactory description.

The committee were desirous of knowing to what extent these pupils could read books and newspapers, understandingly, of themselves. For this purpose a morning paper was handed to one of the girls, and she was directed to read one of the city items. This was done without the least hesitation, except in giving the signs for one word not in common use, but even this was quickly explained by others when it was spelled to the class. She then gave the sense of the paragraph in her own language. The incident was then related by the teacher to the class by signs, and written by the pupils on their slates.

Besides using the dictionary in reading, the class had been accustomed to commit words with their definitions to memory, and also sentences embracing these words, to illustrate their use and signification. The committee proposed several words for the class to define and illustrate. Each one wrote a number of ori-

ginal sentences, showing, in all, a wide range of thought, and general accuracy of expression.

The class was examined also in geography, with which they seemed quite familiar. They answered both by signs and writing, a variety of questions suggested by the committee, and drew very accurately figures representing the parallels and meridians, the polar circles and zones,

During the year each of the class had filled several manuscript books of journals, Sabbath lectures, and exercises in penmanship. These, written very neatly and preserved with care, were submitted to the committee for examination, together with a written composition from each member of the class, one of which is annexed.

### *The Hebrews.*

" Jacob had twelve sons, one of whom was Joseph, whom he loved more than any other of his sons, and gave him a beautiful coat of different colors.

" By his brethren's jealousy and device, Joseph was taken as a slave to Egypt. But by honesty, industry, strong faith in the Messiah as his Saviour, and his wisdom in the interpretation of the curious dreams of Pharaoh, he afterward became governor of Egypt. At the time of his reign over Egypt, Jacob, his father, and all his family were called to come and live in Egypt under the care of Joseph during the time of famine. So the people of Israel or Jacob, called the Israelites or Hebrews, multiplied so rapidly that the Egyptians were surprised at this event, and thought the Israelites would soon become more important and populous than they. Thus in order to prevent the Hebrews from becoming important by killing their male children at their early ages, they were compelled to live there under the government of Egypt 215 years, and were many times treated with cruelty and oppression. God was therefore displeased, and had determined to deliver all the Israelites.

" At the time, Moses, whom God had chosen, led all the Hebrews to a place of safety, having passed through the Red Sea which God had divided into sides of water, and rendered the ground dry. The Egyptian army, sent to pursue them by the order of Pharaoh, king of Egypt, were all drowned with their king.



" The Hebrews were obliged to wander in the wilderness forty years, because God was very offended at them on account of their wicked actions, which they were often apt to do, though God had performed many miracles for the people to supply their wants, and he was willing to do so whenever they wanted any other things. This generation who had done so wickedly that God was not pleased with it, generally died in the wilderness.

" At Mount Sinai, the Hebrews had the commandments from God who had written, and sent Moses to bring them to those people who were told that they should do as God commanded.

" The whole number of the Israelites in the wilderness was, it is stated, at this time three millions, and they were formed into a regular body, and also the utmost order was exactly observed in their marches and encampments. They seem to have wandered there with much difficulty.

" When Moses came near Canaan, he was called to get to the top of Mount Nebo, and in the sight of Canaan, died there. All of the people who had lived and been delivered from being yoked to bondage by the Egyptians, died except Caleb and Joshua. Joshua was chosen successor of Moses, and conquered Canaan, and as the Canaanites could not prevent them from taking possession of the country, divided the land among the twelve tribes. Then the Judges were chosen, and reigned over the Israelites about three hundred and fifty years. But the Israelites were dissatisfied with the government of God, and desired their king.

" Accordingly Saul was chosen first king of the Hebrews, and he was a warlike wicked prince, but was finally killed with three sons on Mount Gilboa. Saul was succeeded by David, who was distinguished for his skill in war, music, and poetry. He conquered many nations, and cities, and brought gold, silver, minerals, and many other things to Jerusalem where Solomon, his son, built a magnificent temple after the death of David.

" Solomon succeeded his father David and reigned over his country with peace and prosperity. But his son Rehoboam succeeded his father after his death, and was not good like David and Solomon, and then the two of the twelve tribes were separated and formed what was called the Kingdom of Judah and Benjamin, and the other ten tribes were called the Kingdom of Israel. These kingdoms continued many years, but the ten tribes were captured by Shalmanezzer, king of Nineveh, and carried into the mountainous regions of the interior of Asia.

It is supposed by some that they are still existing as a distinct people somewhere in Asia. Some of them belonging to this nation remained in Canaan many years, and were intermixed with strangers.

"Nebuchadnezzar, king of Babylon, captured the Kingdom of Judah and Benjamin, and destroyed Jerusalem. The inhabitants were carried captives to Babylon where the Babylonians treated them with cruelty and oppression seventy years; but this city was taken by Cyrus, the Persian, and thus the Babylonian Empire was ended.

"Some time afterwards, Cyrus, by the entreating petition of the Jews to rebuild Jerusalem permitted them to rebuild this city, and ordered all his subjects to deliver the material, &c., to them, and they remained many years there.

"About seventy years after the birth of Christ, the Jews rebelled against the Roman Emperor, and the Roman army came and destroyed Jerusalem, and many of the Jews were killed. However, some of them have been scattered over the parts of the world.

"At this time, the Turkish Empire has possession of the land of Judea."

The *Second* class, which had been under instruction five years, had, during the last year, pursued nearly the same studies as the class last examined, and in the examination which they underwent, sustained themselves in a manner alike creditable to the Institution, and gratifying to the committee.

To show their knowledge of arithmetic, the class, in a few minutes, worked out an example in Long Division, and proved it in the usual manner. They also wrote a few arithmetical facts, such as "Twelve times twelve are a hundred and forty-four." "Sixteen divided by four is four." "Four, sixteen, and seven, are twenty-seven." "Three from seven are four," &c.

In geography correct answers were given to a great number of miscellaneous questions, viz.: "What is geography?" "How many races of men are there?" "What are the different states of society, government and religion?"

The committee were requested to suggest the name of any country and the name of the capital would be given by the class,

and vice versa. "Pennsylvania" was proposed, when the whole class immediately wrote "Harrisburg." "Virginia?" "Richmond." "England?" "London." "France?" "Paris." To the question, "Who is king of France?" they replied, "Nobody." "What is the government of France?" "The Executive Committee." In reply to the question, "Of whom does this Committee consist?" one boy wrote correctly the names of all the Committee; the rest mentioned some of them, but could not recollect the whole. "Who governs England?" "Queen Victoria." "Ireland and Scotland?" "The same." "What is the government of the United States?" "A republic." "Mention some of the monarchies in the World?" "Brazil, England, Russia, Turkey, &c."

The foregoing are some of the questions asked by the committee, and the answers given by the class. From a large number of geographical facts written down by the class, the following were selected: "Mexico is a country full of guerillas and robbers." "Lake Superior is the largest lake in the world." "The Amazon is the largest river." "Tobacco is the greatest product of Virginia." "Brazil is the empire of South America." "Texas is an extensive State of the United States."

The following are some of the questions and answers in history:

"What were the four empires of antiquity?" "The Babylonian, the Persian, the Grecian, the Roman."

"Who founded the first?" "Nimrod." "The second?" "Cyrus." "The third?" "Alexander the Great." "The fourth?" "Romulus."

"Who raised the greatest army the world ever saw?" "Xerxes."

"Who was the last of the Roman kings?" "Tarquin the Proud."

"What Roman female was the cause of his expulsion?" "Lucretia"

"Who was her avenger?" "Brutus."

"Who was her husband?" "Collatinus."

"What were Brutus and Collatinus?" "The first consuls of Rome."

"What were some of the officers of ancient Rome?" "Kings, consuls, dictators, decemvirs, tribunes and censors."

The class was directed to write a short account of some person of whom they had learned in history. Very correct accounts were given of Diogenes, Alexander, Socrates, Helen, Leonidas, the lion of Sparta, Demosthenes, &c. Such is a brief sketch of some of the exercises of this class, and the committee were favorably impressed with the general intelligence and diligence of the pupils, and the faithfulness of the teacher.

"The following are compositions from this class:

*"The History of Job."*

"Job resided in the land of Uz. He was a very perfect man, and he also feared the Lord his God. He had seven sons and three daughters; and besides, seven thousand sheep, three thousand camels, five hundred yoke of oxen, and five hundred she asses. He was the richest man in the East. One day God said to Satan that Job was a very perfect man, and feared God. Satan answered the Lord that he was in prosperity, and therefore he loved Him. The Lord then told him that he would give him the power of afflicting Job, but not to take his life. Satan then gave him great affliction. While the children of Job were feasting for pleasure, and Job was at home, one of his servants came to him and said that the Sabeans had fallen upon the oxen and asses, and taken them away, and slain the servants. While he was speaking, the second servant came, and said that the fire had fallen from Heaven upon the sheep, and burnt them up. While he was speaking, the third servant came and said that the Chaldeans had come and taken the camels away, and slain all the servants. While he was speaking, the fourth servant came and said that all his children were killed in the house where they were feasting, by the strong wind. Job rose and rent his garments, shaved his head, fell down and worshipped. He then said, 'The Lord gave, and the Lord hath taken away, blessed be the name of the Lord.' In all this he sinned not. The Lord said to Satan

that though Job was afflicted, he sinned not. Satan replied, that if he would afflict the body of Job, he would curse God. The Lord let him do so, but told him he must save his life. He then smote Job with boils. Job took a potsherd and scraped himself. His wife told him to curse God and die. He replied to her that she was a foolish woman. His three friends came to see him, and they reproved him. At last God found that he had sinned not, and blessed him twice as much as before. He lived a hundred and forty years after his affliction."

*" Gen. Harrison."*

" Major Gen. William H. Harrison was born in Hanover county, Virginia, in 1773. He was distinguished in the British and Indian wars of 1812-15, in the Western States. He was called "Old Tip," and was noted for his gallantry and bravery, which bravery could not be subdued. He fought not for useless lucre and honor, but for victory and liberty. He achieved many victories in the battles which he fought against the Indians and their British allies. The battle of Tippecanoe was fought Nov. 7th, 1812. Col. Johnson assisted him in this war. Soon after, Col. Johnson was despatched with a body of Kentuckians against Detroit, while Gen. Harrison, with the rest of his army, embarked on board a fleet and reached Malden, another town in the possession of the British, in the same day that Johnson reached Detroit. But finding Malden destroyed, he went in pursuit of the British General, Proctor, with 2,500 men, and on the 5th of October reached the enemy's encampment. Col. Johnson, who had joined Harrison, was sent forward to encounter the enemy, and found them all ready for action. They were however defeated by the Americans, with the loss of 69 killed, 50 wounded, and about 600 taken prisoners. The Indian loss was 120; but the loss of the Americans did not exceed 10. After this, Detroit fell into hands of the Americans. The celebrated Indian chief, Tecumseh, fell in this battle. He had about 1,500 warriors under his command. He was killed by Col. Johnson, the Kentuckian. After Detroit had fallen into the Americans' hands, the Indian war ceased, and Gen. Harrison, having dismissed most of his volunteers, stationed Gen. Cass at Detroit with 1000 men. After the battle of Lake Erie, he received this laconic epistle from Com. Perry, the commander of the naval forces on Lake Erie: 'We have met the enemy, and they are ours.' Great was the joy of this success to the Americans. The gallant Perry received the most flattering honors of a nation's gratitude and love. During this year, much blood was shed, both on land and

sea, only for the cause of American freedom. Happy were all the western inhabitants to find their homes protected by such a gallant person. Their hearts were full of love and gratitude to the brave Harrison. He achieved their independence in the last war. He lived very happily for many years, both in public and private life, until 1841, when he was inaugurated President. This office he held but one month, and he died on April 4th, greatly regretted by the whole country."

The examination of the *First* class, which had been under the instruction of the president during the year, was held on the afternoon of Wednesday, in the chapel of the Institution, in the presence of the Hon. Christopher Morgan, the Board of directors, and a numerous assemblage of visitors whom the peculiarly interesting character of the exercises had drawn together.

The exercises were introduced by some remarks from the president, briefly setting forth the prominent features of the system of education and the objects which it aims to accomplish. As the attention of the committee had been directed, in the progress of the examination, to the instruments and the processes of instruction, he should endeavor now to illustrate, as far as time would permit, the actual results. The studies of the class had been directed with a view to the acquisition of facts properly classified, and to an intelligible and correct expression of their ideas in connected discourse.

The class was then directed to give the inflections of a verb in the passive voice, and to illustrate them by appropriate examples. For this purpose, the word, *build*, was mentioned by a gentleman in the audience, and each member of the class furnished illustrative examples of the use of this verb in the different moods and tenses. A substantive was then given out, on which the class were directed to construct sentences. While all did this very readily and correctly, there were some who defined the term and then il-

illustrated its use in the formation of an appropriate sentence, and others still who added an anecdote or historical incident by way of giving a greater prominence to the word in question.

In addition to the satisfactory evidence which these examples furnished of an acquaintance with the laws of construction applicable in those particular cases, many of them showed no inconsiderable observation and knowledge of history on the part of the pupils.

The committee regret that these sentences, written by way of illustration, could not have been preserved, as they would then speak for themselves; and thus supersede the necessity of any specific comment, but the occasion would not admit of the delay necessary to copy them, and as soon as they were read to the audience they were effaced from the slates. The same was the case with all the written exercises which followed.

Questions on history, geography and miscellaneous topics were next proposed, the answers to which showed their ability not only to express, for the most part, their ideas in correct phraseology, but also that they had acquired a pretty extensive knowledge of facts.

The last exercise at the slates, was the translation of an anecdote of some length related by one of the committee and communicated to the class, by their teacher, in the natural sign language. Nothing could have furnished more satisfactory proof of the certainty with which ideas can be communicated through this medium, if any ever entertained a doubt of the fact; or of the command of language which these pupils possessed, than this exercise. It was in the highest degree satisfactory. The portraying of a scene of this nature is the acting out of a living reality, and in describing it there was the same variety of expression and difference of phraseology, as a like number of witnesses would employ in relating, for the first time, the actual occurrence.

During the intervals of these written exercises, illustrations of the use of the sign language as an instrument of instruction were given by the pupils, alike entertaining and instructive. They embraced not only single objects, but also trades and professions, comic incidents and the most sublime and pathetic scenes recorded in sacred history. These illustrations showed very vividly that this language, in its elements, is strictly a natural language, and though the classes of signs are few, they admit, like the letters of the alphabet, of almost endless variety of combinations, by which nearly all things belonging to the outward life and daily avocations of men can be correctly imaged.

The examination of the class was here brought to a close. The Board of directors, the Secretary of State, and other distinguished visitors having taken their seats on the platform, the Chairman of the committee of examination rose and made a brief statement of the condition of the different departments of the Institution, as ascertained by a personal inspection and examination of the last two days, and concluded by introducing the following preamble and resolutions which were unanimously adopted by the Board:

"WHEREAS, an examination of the pupils of the New-York Institution for the instruction of the Deaf and Dumb, has this day and the preceding been held, by the undersigned, a Committee of the Board, agreeably to a programme, embracing, among other things, the subjects and course of study for the present year, furnished by the president; and

"Whereas, those hereinafter named, having completed the term for which they were selected by the Superintendent of Common Schools, have passed a satisfactory examination and sustained a fair character for diligence and general good conduct, the undersigned ask leave to present the following resolutions:



*“ Resolved, That*

Joseph Sweetman,  
James O. Smith,  
George N. Burwell,  
Simeon D. Bucklen,  
Ephraim Jewell,

John Thomas Bell,  
  
Jerusha M. Hills,  
Sally Bronson,  
Hannah M. Patten,

who have completed the term of six years for which they had been selected, to be educated at the Institution, at the expense of the State, be, and they are hereby recommended on the part of this Board to the Superintendent of Common Schools, to be continued as State pupils for one year from and after the first day of September next.”

*“ Resolved, That*

• Benjamin Cilley,  
George Risley,  
Fletcher Stewart,  
Daniel M. Whitten,  
Hugh Shannon,  
George W. Harrison,  
Edward C. Benedict,  
Truman Grommon,  
Goodrich Risley,  
Asahel Andrews,

William H. Rider,  
Lewis S. Vail,  
Alvan H. Cornell,  
Lawrence N. Jones,  
Patrick Harrington,  
  
Eliza Lighthall,  
Silence Taber,  
Margaret Harrington, and  
Meribah Cornell,

who have completed the term of five years for which they were selected originally, are also recommended to the Superintendent of Common Schools to be continued as State pupils for a longer term, agreeably to existing provisions of law.”

Upon the passage of the above resolutions, Mr. Morgan rose, and in an eloquent and feeling address expressed himself highly gratified to comply with the recommendation of the Board, and to re-select the above named pupils. He also remarked that he would avail himself of that opportunity to give expression to the feelings of pleasure and satisfaction which he had experienced

during his examination of the various departments of the Institution, his admiration of the order and neatness observable in the personal appearance of the pupils and throughout the various departments of the Institution, and especially his approbation of the system of instruction under which such astonishing results had been attained. The committee regret that they are unable to report in full the remarks of the honorable Secretary, so truly eloquent in themselves, and so honorable to the heart that prompted them, affording, as they did, the pleasing evidence that it was not merely in the discharge of an official duty, but with the feelings of one who could sympathise with the misfortunes of others, and rejoice in any effort for their melioration, that he had prosecuted his examination of the Institution.

After some further remarks by Dr. King, the Superintendent of Common Schools, in the State of New Jersey, the customary certificates were presented by the President to the following pupils who had completed the term

## OF FIVE YEARS INSTRUCTION.

Benjamin Cilley,  
George Risley,  
Goodrich Risley,  
Fletcher Stewart,  
Asahel Andrews,  
Daniel Miller Whitten,  
William Henry Rider,  
Robert James Martling,  
Cyrenius Montfort,  
Thomas Jefferson Houston,  
Hugh Shannon,  
Lewis Smith Vail,  
George Washington Harrison,  
Alvan Henry Cornell,  
Edward C. Benedict,  
Lawrence Noble Jones,  
Truman Grommon,

Patrick Harrington,  
John Weaver,  
Abraham Lot Briggs,  
William Rosenkrantz,  
William Henry Winslow,  
  
Helen Elizabeth Milmine,  
Elizabeth Lighthall,  
Elizabeth Ann Vanderbeck,  
Margaret Harrington,  
Jennette Wallace,  
Matilda Fearon,  
Silence Taber,  
Meribah Cornell,  
Harriet C. Weyant,  
Caroline Cornwall,  
Josephine Grace Colvin.

Diplomas were conferred on those who were about finally to leave the Institution, having completed the full term

OF SEVEN YEARS INSTRUCTION.

Joseph Benjamin Hills,

Emory Pangburn,

William Donnelly,

Martin Bothwell,

Selah Wait,

William Henry Weeks,

Eliza Ann White.

To each member of this last class the president also presented a book and his "Farewell letter," (a little pamphlet which he has prepared for these occasions,) accompanying the gift with some appropriate remarks in the language of signs.

A valedictory address, prepared by one of the pupils of the first class, was then delivered by him in the sign language. This address which follows, as a specimen of the uncorrected composition of the class last examined, is highly creditable to the pupil who prepared it, as well as to the Institution.

*" Valedictory."*

"At the close of the term, some of us, who are to leave this Institution not to return, can look back and see how swiftly the seven years which we have devoted to our studies and mechanical duties have rolled away. They seem as if they were a few days. What a swift flight of time! It looks as though it were a dream. It has flown like a swift arrow that cuts the air in its flight. We are therefore conscious of the shortness of time. We remember that the apostle Paul says in his epistle that the "time is short." The experience we have of its shortness tends to confirm the declaration of the apostle.

"In the United States, war has been waged with her neighboring enemies. Mexico has been conquered, and all her seaports have been taken. Her dismembered territory consisting of New-Mexico, California and the strip between the Rio Grande and the Neucces River, has been added to the United States. To perform this many lives have been sacrificed and many millions of dollars expended and a very great debt incurred.

"In consequence of the increase of the United States by the annexation of the territory, a question has arisen between different parties of

the people "Shall this soil be free?" The Northerners are willing that this soil shall be free, while the Southerners are opposed to it. They are arrayed against each other.

"Science has discovered a way by which electricity may be made to communicate intelligence from one place to another, at a great distance, with the rapidity of lightning. This year the lines of communication are in operation from the extremities of our land.

"The last year has produced a number of new steamships which can facilitate intercommunication between distant countries and distant parts of our land, and also annihilate distance and time. A regular line of these steamers has been established along the Atlantic coast and even between the New World and Europe.

"The loss of many distinguished men of the United States has excited sadness and sorrow among the people. Among these men was especially Mr. John Q. Adams, a great statesman, a faithful friend and a humble Christian, whose sudden death has deprived his countrymen of his important services. He had been in the service of his country for fifty years.

"The cause of education has been earnestly promoted. The Smithsonian Institute in Washington city has been organised, and many other literary establishments have been made in the destitute portions of our land.

"A deeper interest has been taken in the education of the Deaf and Dumb, which has this year been manifested in laying the corner stones of three new institutions for their instruction in the states of North Carolina, Georgia and Tennessee. The legislatures who are the patrons of this education, have furnished them necessary means of instruction, and supported and maintained them.

"A revolution has broken up the royal government of France, ascribed to something done contrary to the constitution by Louis Philippe and his Ministers, and the people, who have before been under the royal government, have now become possessed of freedom of mind. The king fled to England; his splendid palace was broken down; the Chamber of Peers was abolished; France was proclaimed a Republic. The members of the National Assembly have been assembled at Paris, for the purpose of consulting on the formation of a new government. The form of government has not been agreed to yet. In consequence of this revolution changes have taken place throughout many of the European countries, and given rise to an unsettled state of affairs. These events will perhaps result in important consequences to the nations under the overruling Providence of God.

" Disturbances have appeared between England and Ireland. The Irishmen repeatedly presented a petition to the Parliament of England that Ireland should be emancipated, but the Parliament refused. In consequence of this refusal the Irishmen became greatly disaffected against England. The two distinguished patriotic orators of Ireland, Messrs. O'Brien and Mitchell, discussed the condition of Ireland, saying that Ireland was an enslaved country. The public journals they edited appeared in opposition to the government of England. This showed that they were determined to rebel against their oppressors. Mitchell was therefore arrested, tried and sentenced to transportation. This trial produced a great excitement which prevailed in Ireland.

" The number of pupils who have this year been admitted into this Institution is greater than ever. Last year their number was two hundred and eight, but as the new pupils come here, the whole number has amounted to two hundred and twenty-five the present year.

" The pupils have been favored with good health through the mercy of a gracious God, but death, by his will, has cut off the lives of four of them. It is strange that they all died on Tuesday. One of these four was killed by an accident on the occasion of laying the corner stone of the Washington Monument in Hamilton Square, and the rest died of various diseases.

*" To the Board of Directors :*

" We, who are about to leave this Institution to return no more, are very happy to see you present in this place of worship to-day before we take leave of you, for we will perhaps see your faces no more. We confess that we are much obliged to you for the many favors and benefits you have conferred on us in the course of our education. We feel that the progress we have made in learning in this benevolent Institution, is regarded as some proof how sensible we are of your kindness. Your skill and labors of benevolence have been manifested in promoting the welfare of this Institution, which has been successfully done through the mercy of God, who has appointed you as directors to take care of the deaf and dumb. We hope that the kindness we have experienced from you in past time, will continue to be the same as long as you live. May God, who knows all you have done, bless you and enable you to continue in the care of this Institution. Farewell.

*" To the President of the Institution :*

" It is with deep feeling that I now address this valedictory to you in behalf of my class-mates and myself. We feel that we have approached

the expiration of our term of education, and will soon take leave and go to our widely scattered homes, never again to assemble together as a class. We remember that you have been our teacher during the past year, and we hope that the benefits we have derived from your instruction, will do us much good. To-day we part with you and shall never again be your pupils. But from time to time one or another of our classmates may come here and visit the scenes of his youth, to recollect what he has done, and to awaken his feelings of gratitude for the benefits conferred on him. Before we go, we offer to you our thanks for what you have done for us during the last year; and also the whole term of our instruction. All that I ask now is, that you will not forget us, but remember us as long as your life lasts. We ourselves will remember you too. May God allow you long life to confer the same benefits on others that you have conferred on us and our fellow pupils who have preceded us. Farewell.

*" To the Teachers :*

" As our connection with the Institution is about to be terminated, I beg leave to make you a short address, as bidding you a last farewell. Although we are separated in person, the sense we have of your kindness will never be erased from our minds. We feel that we are under great obligations to you, for you have been so kind as to confer on us the favors by training us up in the enlightened paths of life, and placing us, by your successful efforts in the land of light, when we would otherwise have remained in darkness. We say we must be thankful to God, who has ordained you as teachers of the deaf and dumb, to teach us how to do according to the commandments given in the Bible, that we may be taken into heaven to dwell with the holy angels. We part now, and shall discontinue to be your scholars, but from time to time we may again see you if we live. We need not feel sad at this separation, but we hope we shall meet you again in heaven on condition of our repentance of sins, and faith in Christ. I have nothing more to add than that God may bless you and spare your time to do good unto others as you have done to us. Farewell.

*" To the Pupils :*

" I am much concerned to address you at the termination of our term. During the last seven years we have enjoyed those moral and intellectual privileges we have had from the instruction of our teachers and principal, but to-day we resign our situation to others who will succeed us. We have been your friends and associates, and it will be hard for us to part with you, although the remembrance we have of your friendship, will not be taken away from our minds.

"Permit me to offer you a word of advice, that in the days of your youth, you should be careful not to spend your time idly and foolishly. If it is wisely improved, you will make yourselves wise and good men. But if it is misspent, the result will be your misery. This is the most important subject. We hope that you will be strongly impressed with the necessity of early forming correct habits, and also of persevering to acquire knowledge which will make you approved among your fellow citizens, and be a great satisfaction to your instructors, your parents, brothers, sisters, and friends. If you desire to equal great men in knowledge, be first diligent and persevering in your studies, and your efforts will be crowned with success. You see that many men are raised to greatness; their greatness is the effect of having made a proper use of time, and by perseverance and industry. By imitating their example, when you get to be old, if you have spent your time properly, you will rejoice. Above all, remember that you must die, and after death be summoned before God the Judge, to answer for every work you have done while on earth. His judgment is infinitely terrible. Now I beseech you not to put off becoming a friend of God, lest death may prevent your conversion. Break off your sins, and pray to God to pardon them, and create within you a new heart. On these conditions you will be taken into Heaven, and be happy forever. But oh! if you do not hear this voice what will become of you? Farewell."

After the delivery of this valedictory address, the public exercises of the day were closed by a prayer in the sign language by the president.

The committee would remark, that the sign language, which is the natural and spontaneous language of the deaf mute, even in his uneducated state, and in the comparative isolation of the family, becomes in a community of deaf mutes, a cultivated, expanded, and beautiful language, capable of expressing the more abstract, as well as the more obvious relations of ideas, and a sufficient medium for imparting information and instruction on all subjects of human knowledge. But this language is not sufficient for him in the daily avocations of common life. To supply this deficiency, it is necessary that he should be instructed in written language, and this is the point to which the labors of his teachers are directed. It was to this point, namely, their ac-

quaintance with, and facility in the use of written language, that the committee therefore devoted their attention, and they trust they may be permitted, without subjecting themselves to the charge of partiality, to record their testimony in favor of the admirable system of instruction which is pursued in the Institution, and the zeal and efficiency with which its principles are reduced to practice. Some of your committee have had the opportunity of visiting and inspecting other institutions, both in this country and in Europe, and can safely say that they have nowhere found one that excels, in any respect, the Institution under your care. They would, nevertheless, urge upon the Board to continue and increase their efforts on behalf of that class of persons whose interests are confided to their care, that the Institution over which they are called to preside, may maintain the high rank which it has already reached, and continue, by the blessing of God, a source of increasing advantage to the class of persons for whom it is designed.

The committee cannot, in conclusion, refrain from expressing their astonishment and admiration at the perfection to which the science of deaf-mute instruction has been brought. It is but little more than half a century ago that the first systematic and successful attempts were made to instruct the deaf mute. Previous to that time, he had been considered as doomed by an inscrutable Providence to a life of hopeless ignorance; and, by some, as fated, like the brute, to live but to die and perish. The victim of an ignorant, but deeply-rooted prejudice, in some cases, his very existence was hidden from the world, as a blot and a disgrace. Considered as beyond the pale of the law, he was denied the rights of citizenship, and turned away even from the doors of justice.

But how changed his condition now ! In the more favored nations of Europe, and in our own country, we see many institutions, taking high rank as literary institutions, and conducted by able and talented men, devoted to his education. We behold

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him in these institutions engaged in the eager pursuit of knowledge, the countenance beaming with intelligence and the eye lighted with hope and expectation. We behold him afterward, recognized as a member of society, discharging the duties of a good citizen, and enjoying all the privileges and comforts of social life. Nor is this all. Instructed in the truths of revealed religion, and acquainted with his relations to his Maker, we may behold him offering, in silent but expressive language, the homage of his heart before Him, to whom all languages are alike. Such is the contrast, and such are the achievements of science.

WILLIAM W. CAMPBELL,  
GEORGE J. CORNELL,  
ROBERT KELLY,

*Committee.*

**MR. PEET'S LETTER OF INSTRUCTIONS TO MR. CAMPBELL.**

*Institution for the Deaf and Dumb, }  
New-York, May 29, 1847.*

**HON. WILLIAM W. CAMPBELL:**

Dear Sir:—I have the pleasure to inclose herewith, your credentials as the delegate from this Board to the institutions for the instruction of the deaf and dumb in the British Isles, and on the continent of Europe. As your offer of service is voluntary, and wholly disinterested, it is not expected that you will subject yourself to any inconvenience or expense inconsistent with the successful prosecution of your professional duties.

Still, as the plan of your route will necessarily embrace large cities in which such institutions are, for the most part, located, it may not be incompatible with the governing object of your mission, to collect such information respecting their field of operation, plan of organization, sources of income, number of pupils, internal police, processes and instruments of instruction, mechanical trades, religious worship, &c., &c., as will exhibit their actual condition, and the final results realized by their system of training.

The instructions to the Rev. Mr. Day—a copy of which, together with his report, is herewith furnished you—are so minute, as to supersede the necessity of indicating specific points of inquiry. I content myself, therefore, with a reference to general topics, and submit to your own discretion the extent to which you will prosecute them. I take the liberty, however, to ask your attention to the subject of articulation. The success in this branch of instruction, especially at the school at Berlin, has been spoken of by recent letter-writers abroad, in terms of high commendation.

In the cases which may come under your observation, you will be careful to discriminate between those of congenital deafness, and those who lost their hearing so late in life as to retain a remembrance of articulate sounds, and consequently, to some extent, the power of vocal speech.

It is the desire of the Board, that the information which you may obtain, you will embody in the form of a report, for the benefit of this Institution, and the cause generally.

In the hope that you may accomplish the objects of your tour, and be greeted with a safe return,

I am, with the highest respect,

Your obedient servant,

H. P. PEET,

*President.*

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*To the Board of Directors of the New-York*

*Institution for the Instruction of the Deaf and Dumb :*

It is now more than a year since the undersigned, one of the members of this Board, embarked for Europe, carrying with him a resolution, commending him to the attention of kindred institutions on the other side of the Atlantic, and requesting him to devote such time as he could spare to an examination into the condition, prospects, and management of those institutions.

It was only convenient for me to visit three principal Institutions, those of Edinburgh, Manchester, and London. The London and Manchester Institutions I visited twice : once alone, and once in company with Benjamin R. Winthrop, Esq., who is a member of this Board. Two subjects principally engaged my attention ; 1st, how far the deaf mute can be taught to articulate or speak ; and, 2d, how far the pupils were prepared, when leaving school, to enter upon mechanical or other business pursuits.

It is well known that great difference of opinion exists as to the policy of devoting much time to teaching the deaf mute the use of spoken language. While the examination which I made satisfied me that in a great many cases such instruction was practicable, I became at the same time, entirely satisfied that in most cases it was a loss of labor to the pupil. In all the institutions, pupils were found who could speak, and some who articulated with distinctness. This was especially the case in the London Institution, in which several of the assistant instructors were of this class. While, however, they conversed with considerable freedom with the principal and with the other instructors, it is evidently difficult for them to read the words from the lips of strangers. I am convinced, that practically it is better in a great majority of cases, to devote the period allotted for instruction to teaching the pupil to read and write, which, from the general education of the people in this country, may be said to furnish a universal mode of communication. I have seen nothing to change my opinion, therefore, as to the policy of the course adopted by this Board, under the recommendation of the President.

The English institutions labor under great disadvantages from the laws of the country and the customs of mechanics. Every person must serve his regular apprenticeship to his trade or calling, and no exception appears to be made in favor of the deaf mute. His education must be first obtained and his trade or calling acquired afterward. Hence the pupils are admitted to the institutions at an early age, and leave in time to acquire their several trades, and before they are sufficiently instructed. After leaving the Institution, they must be regularly apprenticed, and though in some cases liberal and enlightened tradesmen are found who will receive them without fee, yet in most cases an apprentice fee is required, imposing an additional burthen upon the parents or friends, and not unfrequently upon the Institution itself, where friends or parents are unable to furnish the money. The

London Institution, which is amply endowed and has large resources, generally furnishes this apprentice fee, and the evil is not so severely felt; but in the other and smaller and poorer institutions, this evil is a grievous one.

With Mr. Patterson the very excellent head master of the Manchester Institution, I had several conversations on this subject, and when I explained to him, how our affairs were managed, how we carried our pupils through not only a course of regular instruction in the school, but at the same time under the guidance of well trained mechanics, each pupil had the opportunity of acquiring a trade, that thus they were admitted at a more advanced period, and often continued until they were qualified on leaving the Institution to enter at once upon the active business of life, and prepared to earn a livelihood for themselves, he expressed an ardent wish that the institution with which he is connected, might be enabled to follow our example.

The English institutions are mostly supported by private charity, and each pupil pays according to the ability of parents and friends. The deaf mutes being in the majority of cases the children of poor parents, the expense of their education often falls heavily upon them, and this increases the difficulty often times of giving them suitable trades. An institution has been established in London, for the benefit of the adult mutes, the object of which is to remedy, in part, this defect in the mechanical training. Its means are as yet very limited, and its sphere of usefulness of course very contracted. In the Edinburgh Institution, at the annual meeting of the Board, in June, 1847, the subject of mechanical education was discussed with most earnestness, and it was resolved to make an effort to remedy what was admitted to be a great drawback upon the efficiency and usefulness of such institutions.

In looking over the system of English schools and the provisions for the education of the youth of that country, I could not

but contrast very favorably, our efforts for the instruction of children of all conditions. It was with mingled feelings of gratitude and of pride, that I was enabled to speak, as I did often with members of parliament and other leading men of England, of the liberal and enlightened action of our State Legislature, which had from time to time made such ample provisions for the education of all the children of the State, which has brought under its fostering care alike, the deaf and the blind, with those more favored, and has provided that every child, however poor the parents may be, shall without gross and unpardonable negligence of parents or friends, be able to obtain a suitable education, and thus be qualified for all the ordinary duties of a good citizen.

All which is respectfully submitted.

WILLIAM W. CAMPBELL.

*New-York Sept. 12th, 1848.*



## BIBLIOGRAPHICAL NOTICES.

[Continued from the last Annual Report.]

BY PROF. J. ADDISON GARY.



It is designed in these notices to present briefly such facts and statements as may be deemed most interesting to those who have not access to the publications referred to. The following works have been received since the date of last report :

### I. GERMAN.

309. HILL, M.—Biblische Geschichten des alten und neuen Testaments mit passenden Spruchen versehen zunächst für Taubstumme von M. Hill. *Halle*, 1847, 12mo., pp. 292.—Scripture Narratives of the Old and New Testaments, with suitable passages, specially designed for the deaf and dumb, by M. Hill.

This work is divided into 266 chapters, each one devoted to a particular topic, as, The Creation, Paradise, Sin and its Punishment, Cain and Abel, and the Flood. The language is simple, much of it in the very words of Scripture. At the beginning of each chapter there is a reference to the portion of scripture which furnishes the subject, and at the end such passages as illustrate the same are quoted from other parts of the Bible.

310. SÆGERT, C. W.—Die Heilung des Blodsinnns auf intellectuellem Wege von C. W. Sægert, Direktor der Königl. Taubstummen-Anstalt zu Berlin. II. Psychische Anthropologie mit Beispielen. *Berlin*, 1846, 12mo., pp. 246.—The Cure of Idiocy in an intellectual way, by C. W. Sægert, Principal of the Royal Institution for the Deaf and Dumb at Berlin. Part II. Psychical Anthropology with examples.

In the first part of this work, the author treats of the nature of man and his development in general, and, in the second part, of special psychology, the mind in its natural condition and in its disturbed state,



with a particular description of cases of idiocy under treatment. In the appendix is given the plan of the Institution for the cure and education of idiots, at Berlin, of which Mr. Saegert has the charge, in connection with the institution for the deaf and dumb.

311. DARMSTADT. *Allgemeine Schul-Zeitung*.—General School Gazette. *Darmstadt*, 1847, 1848.

This paper, which is now in its 26th volume, is issued four times each week, and also bound in Monthly Parts of 72 pages quarto. It is under the editorial supervision of Dr. Charles Wagner and Dr. Charles Zimmerman, and devoted to the general cause of education. In the Part for January, there is an article by Mr. Haug, teacher of the deaf and dumb at Gmund, upon instruction in articulation and its application to all the deaf and dumb, with a reference to the French method. He expresses a decided preference for the German method, and yet candidly acknowledges its defects. "It seems to me," he says, "an extreme from which we must sooner or later return, to wish to teach all the deaf and dumb, without exception, to speak." The number, however, of such as cannot be thus taught, he thinks, would scarcely exceed 10 or 15 per cent of the whole number. The article seems to have had its origin in the visits to the German schools of Messrs. Weld and Day, from this country, and Messrs. Morel and Vaisse, of France, whose reports were adverse to the German system.

In the 24th and 25th volumes of this work are other articles relating to the deaf and dumb, by Messrs. Hill, Hoos, Jaeger, Kruse, Schoettle, Matthias, Rincke, Borg, Schmalz, Thielmann, and translations from the French of Messrs. Defau, Morel and Vaisse, besides notices of various Deaf and Dumb Institutions.

312. EMDEN.—*Dritter Jahresbericht*, etc.—Third Annual Report of the Institution for the Deaf and Dumb at Emden. *Emden*, 1847, 8vo., pp. 20.

This Institution contains 12 pupils under the instruction of Mr. Edwards.

313. ZURICH, SWITZERLAND.—*Funfunddreissigste Rechenschaft uber die in Zurich errichtete Anstalt fur Blinde und Taubstumme*, 1843–1844, etc. *Zurich*, 1844, 12mo., pp. 36. *Sechsunddreissigste*, etc.—Thirty-fifth and thirty-eighth reports (inclusive) of the Institution for the blind and the deaf and dumb, at Zurich, presented to the Zurich auxiliary Society by John Henry V. Orell, president of the Institution.

The Institution for the blind was established at Zurich in the year

1809, and in 1825, the deaf and dumb department was added. During the first 26 years, 108 blind pupils and 88 deaf and dumb were received, making a total of 196. At the date of the 38th report, the Institution contained 46 pupils, of whom 9 were blind and 37 deaf and dumb. This is as large a number as the building will accommodate. Mr. Schibel is the Principal.

## II. DUTCH.

314. GRONINGEN, HOLLAND. *Algemeen Verslag gedaan binnen Groningen in de jaarlijksche vergadering van contribuerende leden, gehouden den 26 Julij 1847, wegens het instituut voor doofstommen, adaar opgerigt in den jare 1790.* 8vo., pp. 52.—General Report made at Groningen at the annual meeting of the contributing members, on the 26th of July, 1847, respecting the Institution for the deaf and dumb established there in the year 1790.

The number of pupils in this Institution is 147. One half of the above pamphlet is occupied with statistical tables in relation to each of the pupils, stating the name and birth-place, the names of the parents and their religious faith, the date of admission and the age at that time, how supported, etc. The instructors are Messrs. C. and R. T. Guyot.

—*Wet van het Instituut voor Doofstommen te Groningen, 1846,* 8vo., pp. 32.—By-laws of the Institution for the deaf and dumb at Groningen.

These By-laws embrace 122 articles, the first of which states that this Institution, established at Groningen, in 1790, and placed under the supervision and patronage of His Majesty the King, has for its object the education of the deaf and dumb, born in the kingdom of the Netherlands or the colonies of the same. These By-laws were adopted Nov. 28th, 1846, and were to take effect Jan. 1, 1847.

## III. FRENCH.

315. VAISSE, LEON. *Des conditions dans lesquelles s'entreprennent et des moyens par lesquels s'accomplit l'instruction des sourds de naissance.*—Some of the conditions in which the instruction of the deaf from birth is undertaken and of the means by which it is accomplished.—Discourse pronounced at the distribution of prizes at the National Institution for deaf mutes of Paris, August 11th, 1847, with notes, by Leon Vaisse, one of the Professors of the Institution, etc. *Paris, 1848,* 8vo., pp. 36.

This is a philosophical and practical discourse of one of the ablest instructors of the deaf and dumb not in France only, but in the world. Possessing superior natural endowments, he has also enjoyed rare opportunities of qualifying himself for his profession, having been for many years a teacher in the Paris Institution, and examined personally the principal German schools, and also gained a thorough knowledge of the system of instruction adopted in this country by a residence here of four years in connection with the Institution at New York.

M. Vaisse, in this discourse, compares the young mute entering an institution, to a child entering an ordinary school, to an infant learning its mother tongue, and to a traveler arriving at a foreign land, and shows that the position of the deaf-mute pupil does not correspond exactly with either of these three, and that he is excluded from the most favorable conditions of each of them.

As to the method of instruction employed in different institutions, he thinks their divergence from each other has been singularly exaggerated. The Institution of Paris has adopted a prudent eclecticism. If its method be characterised by a single word, it may be said to be essentially grammatical. He states that the bases of the programme of that Institution are to give the use of written language to all the deaf and dumb, and that of articulate language to those who are sufficiently favorably organised in this respect to derive a practical advantage from the degree of perfection which they may be able to obtain.

316. PARIS. *Annales de l' Education des Sourds Muets et des Aveugles*, etc. Paris, 1848, vol. V. 8vo., pp. 320.—Annals of the Education of the Deaf and Dumb and the Blind. By Edward Morel.

This quarterly periodical, though specially designed for France, contains much that is of general interest. The second number of the fifth volume includes the address of Mr. Vaisse, which is noticed above, and the third number, an exceedingly interesting review, by the editor, of two addresses by Messrs. Haug and Wagner, which were delivered at the convention of teachers of the deaf and dumb, held at Pforzheim, Oct. 5, 1847. This article is a lucid exposition of the French method of instructing the deaf and dumb, and an able vindication of its claims to superiority in comparison with the German system.

#### IV. ENGLISH.

##### 1. *England.*

317. LONDON. The Fifth Report of the Committee of the Institution for providing Employment and Religious Instruction for the adult

**Deaf and Dumb.** May 12, 1847. Instituted 1841. *London*, 1846, 8vo., pp. 20.

This Institution is designed to ameliorate the condition of the adult deaf and dumb, by relieving their immediate necessities with money, food and clothing, and promote their future welfare by instructing them in useful trades, and by inculcating the principles of morality and religion. There have been 320 cases of deaf and dumb persons relieved, after due examination. It is estimated that there are in Great Britain and Ireland upwards of 14,300 deaf and dumb persons, of whom not one half receive the slightest education or instruction whatever.

318. **MANCHESTER.** Report of the Manchester School for the Deaf and Dumb, MDCCCXLVII. *Manchester*, 8vo., pp. 48.

This School, which is under the charge of Mr. Patterson and five assistants, has 83 pupils. Special mention is made of the class in drawing, a branch of instruction which the committee deem very important for the deaf and dumb.

319. **NEWCASTLE-UPON-TYNE.** The Report of the Northern Asylum for the Blind and the Deaf and Dumb, 1845. *Newcastle-upon-Tyne*, 1846. 12mo., pp. 26.

Do. for 1847, pp. 24.

This Institution is for the counties of Northumberland, Durham, Cumberland, Westmoreland, and the town of Berwick-upon-Tweed. The present number of pupils is 26, and the number who have finished their education in this Institution since its establishment in 1839, is 46. Appended to the last report is the following note. "A Mr. Donaldson, of Edinburgh, about twenty years ago, bequeathed nearly the whole of his fortune for the purpose of erecting and endowing an hospital for poor children. A princely mansion has been built at the west end of the city, upon the erection of which nearly £100,000 has already been expended. The Trustees, considering the strong claim the deaf and dumb have on public sympathy, after taking the advice of Dr. Chalmers, unanimously resolved to admit one hundred and fifty mutes to participate in the benefits of the foundation, who will all be boarded, clothed and educated gratuitously within the walls of the house for a period of eight years. The building will be open for the reception of pupils in the year 1850." This is a noble bequest and worthily applied. Dr. Chalmers has well observed that a "provision for the deaf and dumb is one of the best subjects for a bequest that can be well imagined." There are hundreds of uneducated deaf mutes in our own land of a

suitable age to be under instruction, whom private bounty might rescue from their present sad condition. Will not some American Donaldson imitate this example?

## 2. Scotland.

320. **EDINBURGH.** Thirty-seventh Annual Report of the Edinburgh Institution for the Deaf and Dumb, established June 25, 1810. *Edinburgh*, printed at the Institution, 1847, 8vo., pp. 22.

Thirty-eighth do., 1848, pp. 24.

Mr. Kinniburgh, former Superintendent, has resigned, after having been connected with the Institution for 36 years. He has been succeeded by Mr. James Cook, former Head Master of the Claremont Institution for the Deaf and Dumb, Dublin. The number of pupils is sixty-five.

—A Voice for the Dumb; or Messenger of the Auxiliaries to the Edinburgh Institution, September, 1847. *Edinburgh*, printed at the Institution. Vol. 1, No. 1, 8vo., pp. 12. Price 1d. Nos. 2, 3, 4, 5, do.

This small quarterly is designed to awaken public interest in the deaf and dumb, by presenting suitable facts and appeals, and especially to stimulate the auxiliaries united in the support of the Edinburgh Institution, so as to increase the number of beneficiaries.

## 3. United States.

321. **HUMES, REV. THOS. W.** Proceedings at the laying of the corner stone of the Institution for the Deaf and Dumb, with an address by Rev. Thos. W. Humes. *Knoxville*, 1848. 8vo., pp. 16.

The corner stone of the main edifice of the Tennessee Institution for the Education of the Deaf and Dumb, at Knoxville, was laid on Saturday, May 13th, 1848, by Mt. Libanus Lodge, No. 59, of Free Masons. Tennessee has made a beginning in the work of providing for the moral and intellectual wants of the deaf, the dumb, the blind, and the lunatic, and gives fair promise of continued efforts for their relief. "It is to her credit," observes Mr. Humes, "it is a cause for rejoicing that although no well-adjusted system of *general* instruction has been devised, and ordained by our legislators, they have yet manifested a disposition to acknowledge the high claims to their sympathies and aid, of the particular portions of society which throughout the civilized world have been recognized as entitled to the paternal care of government."

**322. PEET, HARVEY, P., M. A.** Address delivered in Commons Hall, at Raleigh, on the occasion of laying the corner stone of the North Carolina Institution for the Instruction of the Deaf and Dumb, April 14th, 1848, by Harvey P. Peet, M. A., President of the New York Institution for the Instruction of the Deaf and Dumb. With an Appendix containing the proceedings. *New-York*, 1848. 8vo, pp. 48.

This able and instructive address treats of the condition of the uneducated deaf and dumb, the number of this afflicted class, the history of the art of instructing them, the processes of instruction and the peculiar qualifications and duties of the teacher. It is stated that the number of the deaf and dumb in the United States considerably exceeds ten thousand, in Europe one hundred and fifty thousand, and in the whole human family probably more than half a million. The number of deaf mutes in this country who ought at this time to be under instruction, is at least two thousand; but our eleven institutions actually contain but little more than nine hundred pupils, leaving eleven hundred unprovided for.

**323. DANVILLE, KENTUCKY.** Annual Report of the Kentucky Institution for the Education of the Deaf and Dumb, for the year 1847. *Frankfort*, 1848. 8vo., pp. 8.

Do. for the year 1848. pp. 16.

The number of pupils during the year ending Jan. 1, 1849, was 50. Several of the pupils have been taught to speak. They were, however, only partially deaf and dumb. The committee of examination say that "the expenditure of time and effort on the part, both of pupil and instructor, necessary to the acquirement by the pupil of a mere mechanical and a very imperfect art of speech, when that time and effort might be devoted to the development of the intellect, we cannot but regard as an expenditure which would never be repaid by the partial utility of the acquirement." Mr. J. A. Jacobs, the principal, has two assistant teachers.

**324. HARTFORD, CONN.** The Thirty-second Annual Report of the Directors of the American Asylum, at Hartford, for the education and instruction of the Deaf and Dumb. Presented to the Asylum May 13, 1848. *Hartford*, 1848, 8vo., pp. 40.

The number of pupils in the school within the year ending on the 13th of May, 1848, was 203. The instructors are Lewis Weld, M.A., principal, and eleven assistants. The class in drawing have continued to receive instruction during two hours each week. "The proper subjects for instruction in articulation and labial reading, have received

careful attention, and though instances of extraordinary success are not numerous, there are a few." More systematic efforts have been made than before to promote rational amusement in hours of leisure. Three hours each day are devoted to some kind of manual labor. The report commends the graduated pupils to the kind sympathy of the public, and suggests that those who love to do good may confer on them lasting benefits by suitable advice and encouragement, by conversation, by lending them good books, by occasional correspondence, and especially by inviting them to become connected with a Bible or Sabbath school class and recite a weekly lesson from the Scriptures. In the appendix to this report is a very interesting specimen of exposition of Scripture, written by a former pupil for his Bible-class teacher. Among the original compositions of the pupils is one in the French language, very creditable to the writer

—American Annals of the Deaf and Dumb. Conducted by the instructors of the American Asylum. Vol. I. No. 3, April, 1848. *Hartford*, 1848. 8vo., pp. 64. Do. Nos. 4, 5, 6, for July, October and January.

This periodical has entered upon its second year. It is conducted with ability, and is well calculated to elevate the profession of teaching deaf mutes in the estimation of the educated public.

325. INDIANAPOLIS, IND. Fifth Annual Report of the Trustees and Superintendent of the Indiana State Asylum for the education of the Deaf and Dumb, to the General Assembly. *Indianapolis*, 1848, 8vo., pp. 32.

This institution contains 92 pupils. The duties which before devolved on the steward and housekeeper have been assigned to the superintendent and matron, with their consent. Under the present arrangement, board, including lights, fuel and washing, has been furnished at about seventy cents per week. A building, designed to accommodate 150 pupils, has been commenced. The officers of the Institution are five trustees, a superintendent, Mr. James S. Brown, three instructors and a matron.

326. NEW-YORK. Twenty-ninth Annual Report and Documents of the New-York Institution for the instruction of the Deaf and Dumb; to the Legislature of the State of New-York, for the year MDCCCXLVII. *New-York*, 1848. 8vo., pp. 100.

327. PHILADELPHIA. The Annual Report of the Board of Directors of the Pennsylvania Institution for the Deaf and Dumb, for 1848. *Philadelphia*, 1849, 8vo., pp. 16.

The number of pupils connected with the Institution Dec. 31, 1848, was 121. The number of instructors, including the Principal, A. B.

Hutton, A. M., was eight. It is recommended to the friends of deaf mutes to attempt teaching them at home, at an early age, to write and spell with the fingers, the names of those familiar objects which are around them. In the mechanical department, the art of tailoring has been added to that of shoemaking, with very good prospects of usefulness. James C. Murtagh, a former pupil, and for a number of years a useful and efficient teacher in the Institution. died, on the 7th of May last, of a lingering affection of the brain. "In the relations of husband, parent and friend, he was very exemplary, and endeared himself to a circle who mourn his loss, with deep sorrow and sincere affection."



## TERMS OF ADMISSION.



I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of one hundred and thirty dollars each per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July to the first Wednesday of September. No pupil will be received at any other time except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence, or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission to be educated at the public expense, should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Application from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and

necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicines or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. What is the name of the individual? If he has a middle name it should be given in full.

2. When was he born? Give the year, month, and day of the month.

3. Was he born deaf? And if so, was there any cause which is supposed to have operated before birth? If not, at what age did he lose his hearing? And by what disease or accident?

4. Is the deafness total or partial? If the latter, what is the degree of hearing? e. g. Can he distinguish any spoken words? or hear the human voice at all? or what voices can he hear?

5. Have any attempts been made to remove the deafness? and what are the results of such efforts?

6. Is there any ability to articulate? or read on the lips?

7. Have any attempts been made to communicate instruction? and is he acquainted with any trade or art, or with the mode of forming letters with a pen?

8. Is he laboring under any bodily infirmity, such as palsy, nervous trembling, malformation of the limbs, defective vision? or does he show any signs of mental imbecility, or idiocy?

9. Are there any cases of deafness in the same family, or among the collateral branches of kindred? and how and when produced?

10. What are the names, occupation and residence, (nearest

post office) of the parents? Give the Christian names of both father and mother.

11. Is either of the parents dead? If so, has a second connection been formed by marriage?

12. Was there any relationship or consanguinity between the parents previous to marriage? e. g. Were they cousins?

13. What are the number and names of their children?

By order of the Board,

HARVEY P. PEET, *President.*

GEORGE S. ROBINS, *Secretary.*

# ALPHABET OF THE DEAF AND DUMB.

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A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



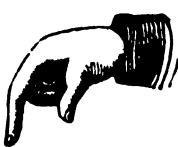
O o



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R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&amp;c







THIRTY-FIRST ANNUAL REPORT

AND

DOCUMENTS

OF

THE NEW-YORK INSTITUTION FOR THE INSTRUCTION

OF THE

DEAF AND DUMB,

TO THE

Legislature of the State of New-York, for the year 1849.

ALBANY:

WEED, PARSONS & CO., PUBLIC PRINTERS.

1850.



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**1850.**



# **State of New-York.**

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**No. 70.**

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**IN ASSEMBLY, JAN. 26, 1850.**

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## **THIRTY FIRST ANNUAL REPORT**

**Of the New-York Institution for the instruction of the  
Deaf and Dumb.**

**SECRETARY'S OFFICE, }**  
*Albany, January 26, 1850. }*

*To the Speaker of the Assembly :*

**SIR :—**I herewith transmit the thirty-first annual report and documents of the New-York Institution for the Instruction of the Deaf and Dumb, to the Legislature of the State of New-York.

**Very Respectfully,**

**Your obedient servant,**

**CHRISTOPHER MORGAN,**

*Secretary of State.*





## OFFICERS AND DIRECTORS.

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HARVEY P. PEET, LL. D., *President.*  
PROSPER M. WETMORE, *First Vice-President.*  
TIMOTHY HEDGES, *Second Vice-President.*  
ROBERT D. WEEKS, *Treasurer.*  
GEORGE S. ROBBINS, *Secretary.*

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LEWIS SERMOUR,	MOSES TAYLOR,
SHEPHERD KNAPP,	ORSAMUS BUSHNELL,
AUGUSTIN AVERILL,	FRANCIS HALL,
SAMUEL S. HOWLAND,	Rev. G. T. BELL,
HENRY E. DAVIES,	GEORGE J. CORNELL,
WILLIAM W. CAMPBELL,	CHARLES N. TALBOT,
BENJAMIN R. WINTHROP,	J. T. METCALFE,
ISRAEL RUSSELL,	J. SMYTH ROGERS,
JOHN C. GREEN,	JAMES W. BECKMAN,
Rev. WILLIAM ADAMS, D. D.,	WILLIAM H. SMITH,



## Intellectual Department.

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*President of the Institution,*

HARVEY PRINDLE PEET, LL. D.

*Professors and Teachers,*

DAVID ELY BARTLETT, M. A.,	ISAAC LEWIS PEET, M. A.,
JOSIAH ADDISON CARY, M. A.,	JEREMIAH WOOD CONKLIN,
ORAN WILKINSON MORRIS, M. A.,	GILBERT C. W. GAMAGE,
JACOB VAN NOSTRAND, M. A.,	FISHER AMES SPOFFORD,
THOMAS GALLAUDET, M. A.,	ISAAC HOYT BENEDICT,
	EDWARD PEET, B. A.

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## Domestic Department.

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*Attending Physician,*

NICHOLAS MORRELL, M. D.

*Consulting Physician,*

JOHN T. METCALFE, M. D.

*Steward,*

EDMUND B. PEET.

Mrs. HARRIET STONER, *Matron.*

Mrs. LOUISA A. FRISBIE, *Assistant.*

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## Mechanical Department.

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JOHN C. MILLER, *Book Binder.*

WILLIAM M. GENET, *Cabinet Maker.*

SAMUEL B. STURGES, *Tailor.*

THOMAS WARRINGTON, *Shoemaker.*

GARRET MEAD, *Gardener.*





## THIRTY-FIRST ANNUAL REPORT.

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The Board of Directors of the New-York Institution for the Instruction of the Deaf and Dumb, ask leave to present, to the Legislature, their thirty-first annual report, for the year one thousand eight hundred and forty-nine.

The retrospect of the year just closed, which the performance of this annual duty occasions, awakens more than ordinary feelings of thankfulness, in view of the almost uninterrupted prosperity with which the Institution has been favored, and its still enlarging prospects of usefulness to the deaf and dumb.

Prefixed to this report is the list of the directors of the Institution, and of those employed by them in the more immediate management of its concerns. In the department of instruction there has been no change. The teachers employed are all men of experience, and the Board have, on former occasions, expressed their high estimation of their fitness for their difficult task.

From the Treasurer's account, a copy of which is herewith submitted, it will be seen, that the receipts of the Institution, during the year eighteen hundred and forty-nine, from every source, including the balance of six hundred and ninety-four dollars and seventy-six cents, on hand, at the close of eighteen hundred and forty-eight, have amounted to fifty-three thousand two hundred fifty dollars and four cents; and the disbursements of the year have been fifty-five thousand three hundred sixty-eight dollars and sixty-one cents, leaving a balance against the treasury, on the thirty-first day of December, eighteen hundred and forty-nine, of two thousand one hundred twenty-eight dollars and fifty-seven cents.

—In the unusually large sum total of receipts is included the very liberal specific appropriation of fifteen thousand dollars, made, by

the last Legislature, to enable the board to extinguish the debt contracted for the necessary enlargement of the buildings, in eighteen hundred and forty-six. This appropriation was immediately applied according to its intention, and the board have the satisfaction to report, that the Institution is now entirely free from debt, contracted on account of buildings, and they trust, will long remain so. This crowning proof of the benevolent feelings of the Legislature toward the unfortunate deaf-mutes, and of its confidence in the board, has relieved the Institution from a serious incumbrance, and has put it in the power of the board to realise long deferred projects of improvement. It has also, we trust, prompted all connected with the Institution to greater enthusiasm, and more zealous labor in the cause of the deaf and dumb.

## TREASURER'S ACCOUNT FOR 1849.

### EXPENDITURES.

#### *For Groceries and Provisions.*

Butcher's meats, 42,771 lbs.,-----	\$2,993 97
Fresh fish, 50 lbs.,-----	12 00
Poultry, 808 lbs.,-----	96 80
Chickens,-----	2 73
Salted Pork, 7 bbls.,-----	92 10
" Mackerel, 3 bbls.,-----	32 00
" Codfish, 5 quintals,-----	14 63
Smoked hams, 671 lbs.,-----	75 46
shoulders, 104 lbs.,-----	9 36
beef, 150 lbs.,-----	17 67
tongues, 18 lbs.,-----	12 56
salmon, 10 lbs.,-----	3 13
Pork loins, 292 lbs.,-----	27 23
Sausage, 75 lbs.,-----	7 50
Oysters, 5,000,-----	54 49
Butter, 11,313½ lbs.,-----	2,115 88
Cheese, 606½ lbs.,-----	47 13
Lard, 653 lbs.,-----	57 34
Flour, 276 bbls.,-----	1,599 53
Corn meal, 525 lbs.,-----	9 41
Sugar, N. O., 6455 lbs.,-----	369 16

Carried forward, ----- \$

Brought forward,.....	\$
Sugar, refined, 2533 lbs.,.....	195 18
Molasses, 1120½ gals.,.....	329 42
Rice, 2837 lbs.,.....	101 97
Coffee roasted, 1091 lbs.,.....	96 36
"    roasting, 1277 lbs.,.....	6 79
Tea, young hyson, 128 lbs.,.....	73 85
"    oolong, 109 lbs.,.....	49 94
Eggs, 3954.....	62 46
Milk, 190 qts.,.....	10 28
Crackers, 215 lbs.,.....	15 78
Potatoes, 641½ bushels,.....	419 11
"    sweet, 12 bbls.,.....	20 76
Apples, 34 bbls.,.....	58 25
Peaches, 16 baskets,.....	23 75
Strawberries, 350 baskets,.....	20 13
Cranberries, 1½ bushels,.....	6 00
Quinces, 500,.....	5 00
Melons, 110,.....	4 25
Turnips, 50 bush.,.....	18 75
Pumpkins, 12,.....	75
Beans, 14 bush.,.....	18 81
Vinegar, 9 bbls.,.....	31 60
Cider ½ bbl.,.....	2 00
Brandy 1 gall.,.....	2 00
Salt, 8 sacks,.....	14 00
Pepper, 50 lbs.,.....	4 50
Ginger 26 lbs.,.....	4 13
Mustard, 12 lbs.,.....	3 12
Raisins, 3 boxes,.....	6 75
Almonds, 10 lbs.,.....	3 13
Cassia, 14 lbs.,.....	3 38
Nutmegs, 2 lbs.,.....	2 35
Alspice, 6 lbs.,.....	60
Cloves, 1 lb.,.....	31
Mace, 2 oz.,.....	25
Chocolate,.....	12
Salad oil, 7 bottles,.....	2 63
Malt, 1½ bush.,.....	1 46
Hops, 9 lbs.,.....	1 41

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Carried forward, ..... \$

Brought forward,-----	\$	
Cutting and packing ice,-----	5	75
Rice chaff, 150 bush.,-----	6	00
Dried apples, 125 lbs.,-----	5	68
"    peaches,-----	15	
Rice plant,-----	88	
		<hr/>
		9,289 38

*Salaries and wages.*

President, professors and teachers,-----	9,658	75
Matron, Assistant Matron and Steward,-	950	00
House keeper, baker and cook,-----	422	00
Waiters, chambermaids and laborers,----	1,001	56
		<hr/>
		12,032 31

*For Clothing.*

Blue cloth, 93½ yds.,-----	\$105	48
Cassimere, 28 "-----	20	30
Kentucky jean, 40½ yds.,-----	79	49
Tweed, 74½ "-----	44	17
Sattinet,-----	18	90
Ripkæ cord, 73½ yds.,-----	12	71
Vesting, 52½ "-----	13	26
Sack coats, 35,-----	127	25
Frock " 1,-----	9	50
Round jackets, 6,-----	20	25
Overcoat, 1,-----	9	00
Pantaloons,-----	16	50
Marseilles vests, 75,-----	8	25
Cloth caps, 62,-----	35	42
Prints, 798 yards,-----	84	70
Muslin de laine, 429 yards,-----	79	93
Jaconet muslin, 41 "-----	9	94
Swiss " 14½ "-----	3	20
Book " 12 "-----	2	28
Merino, 48 "-----	26	73
Black silk, 3½ "-----	2	65
Gingham, 280 "-----	41	26
Linen, 4½ "-----	2	18

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Carried forward,-----

Brought forward, .....	\$	\$
Plaid muslin, 13½ yards, .....	2	59
Muslin, 1,612½ " .....	121	14
Printed lawn, 2 " .....	1	00
Cambric, 293½ " .....	53	24
Colored cambric, 30 " .....	2	10
Brown Holland, 29 " .....	3	91
Flannel, woollen, 9½ " .....	3	41
" canton, 30 " .....	3	15
Barege 10 " .....	3	75
Straw hats, (girls) 33 .....	33	24
Velvet " 2, .....	11	19
Ribbons, .....	44	75
" Velvet, 3 yds, .....	44	
Spool cotton, 61 doz., .....	24	62
Shawls, 24, .....	46	51
Shoes and slippers, 72 pairs, .....	46	13
Gaiters, 2 " .....	3	25
Boots, (boys), 3 " .....	8	25
" morocco, 1 " .....	1	12
Gloves, thread, 102 " .....	5	29
" kid, 5 " .....	3	15
" silk, 1 " .....	19	
Hose, 258 " .....	64	09
Handkerchiefs, cotton, 8 doz., .....	16	79
" silk, 5 " .....	2	10
" linen, 106 " .....	10	31
Thread, 4 lbs., .....	4	60
Yarn, woollen, 2 lbs., .....	1	75
Hooks and eyes, 28½ gross, .....	9	11
Pearl buttons, 22 " .....	9	43
Combs, ivory, 24 doz., .....	20	40
" horn, 13 gross, .....	12	26
" wood, 7 " .....	1	76
Tooth brushes, 1 " .....	13	50
Shaving boxes, 1 doz., .....	1	09
" brushes, 1 " .....	1	00
" soap, 1 " .....	87	
Toilet soap, 52 lbs., .....	6	37
Razors, 1 doz., .....	5	00

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Carried forward, .....

Brought forward,-----	\$	\$
Razor strops, 1 doz.,-----	2	25
Cutting boys hair,-----	8	40
Needles, 4½ m.,-----	6	82
Pins,-----	2	47
Merino under shirts and drawers,-----	3	92
Cravats, 3,-----	3	25
Collars, (ladies,) 5,-----	1	78
Lace,-----	4	84
Thread edging,-----	3	71
Stay lacets,-----		92
Corset binding,-----	2	81
Sewing silk,-----	1	52
Tape,-----		12
Cord,-----	2	24
Linen fringe, 3 doz.,-----	1	80
Twist,-----		31
Steel beads,-----		25
Funeral expenses,-----	46	00
Knitting cotton, 7½ lbs.,-----	4	61
Skates and straps,-----	36	39
Trunk locks and handles,-----	5	06
Sleigh,-----	3	00
Inserting,-----		34
Belts, 8,-----		80
Scissors, 2 pairs,-----		50
Mittens, 24 doz.,-----	10	00
Mitts, 1½ doz.,-----	3	63
Cape,-----	1	50
Blacking,-----	6	75
Suspenders, 9 doz.,-----	13	91
Thimbles, half gross,-----		75
Whalebone, 8 lbs.,-----	5	76
Mohair dress,-----	4	00
Bonnet wire,-----		06
Cash advanced pupils,-----	436	49
		<hr/>
		\$2,003 07
For clothing and cash advanced pupils, per foregoing account,-----	\$2,003	07
	<hr/>	<hr/>
Carried forward,-----	\$	\$

Brought forward, -----	\$	\$
For shoes and repairing for pupils, per shoe shop account,	912 72	
For clothes, making and trimmings for pupils, per tailors' shop account,-----	369 92	
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Total for clothing,-----	\$3,285 71	
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*For building and repairs.*

S. B. Furbush, for paints and painting,--	\$532 14	
W. Blackstone, fitting up library,-----	271 46	
Plumber's bill, -----	273 62	
Kitchen furnace and stew holes,-----	100 00	
Bentley's boiler and fixtures,-----	176 57	
Mott's furnace, -----	23 00	
Hot air furnaces, cleaning and repairing,	30 14	
Architect, -----	10 00	
Lumber, -----	264 05	
Carpenter's work,-----	225 92	
Gas fixtures and repairing,-----	103 84	
Hardware,-----	66 36	
Mason work, -----	48 23	
Garden curb and dressed stone,-----	24 87	
Building sand,-----	1 75	
Ornamental trees and shrubbery, -----	32 12	
Turning posts for benches,-----	4 50	
Water pipes,-----	25 63	
Paints, oil and glass,-----	26 26	
Glazier's diamond,-----	3 00	
Repairing locks, -----	6 37	
Rat destroying pills and potash,-----	1 76	
Lime, for whitewashing,-----	1 89	
Sweeping chimneys,-----	1 00	
	<hr/>	2,254 48

*For fuel and lights.*

White ash coal, 146½ tons,-----	750 33	
Peach Mountain coal, 5 tons,-----	28 75	

Carried forward,----- \$ \$



Brought forward,-----	\$	\$
Charcoal, 381 bbls.,-----	181	97
Oak wood, 7½ cords and 24 leads,-----	86	06
Camphine, 25 gallons,-----	12	50
Sperm oil, 60 "-----	71	03
Whale oil, 101 "-----	34	34
Whale's-foot oil 8701 lbs.,-----	457	95
Coke, 40 bushels,-----	3	58
Matches, 4 gross,-----	6	00
Sperm candles, 6 lbs.,-----	2	25
Axe,-----	88	

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1,536 21

*For furniture.*

Crockery,-----	176	00
Stoves and repairing,-----	156	12
Coal hods, 3,-----	2	55
Sheeting, 1034 yds.,-----	110	13
Muslin, 341½ yds.,-----	41	00
Counterpanes, 19,-----	29	08
Blankets, 14 prs.,-----	38	75
Burlaps, 273½ yds.,-----	31	93
Crash, 25½ yds.,-----	2	55
Drilling, 320½ yds.,-----	24	07
Table diaper, 10 yds.,-----	8	13
Toweling, 60 yds.,-----	13	33
Matrasses, making over 28,-----	37	50
Matrasses, moss 95 lbs.,-----	11	68
Bed tick, 1,-----	2	25
Pillow do., 20,-----	5	00
Feathers, 5 lbs.,-----	1	87
Tow cloth, 75 yds.,-----	9	00
Straw, 2150 lbs.,-----	10	00
Cotton batts., 93 lbs.,-----	8	84
Furniture calico, 36½ yds.,-----	4	22
Drapery, 3 yds.,-----	75	
Carpet and binding, 36 yds.,-----	35	54
Carpet tacks,-----	91	
Chairs, 2 doz.,-----	89	00
Chairs, repairing,-----	4	88

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Carried forward, ----- \$

Brought forward, -----	§	§
Chairs, office,-----	3	00
Clock, -----	6	25
Looking glasses, 18, -----	6	72
Looking glass plates, 2,-----	2	18
Tufted rug, 1,-----	2	50
Brooms, 16½ doz.,-----	34	93
Brooms, wisp, ½ doz., -----		63
Brushes, window and dust, 1½ doz, -----	6	00
Brushes, scrub, 1½ doz.,-----	4	76
Brushes, shoe, 2 doz.,-----	2	50
Brushes, whitewash,-----	1	50
Mops, ½ doz.,-----	2	75
White sand, 2 loads, -----	1	50
Dust pans, 6,-----	1	13
Polishing paste, -----		25
Bath brick, 3,-----		18
Knives and forks, 12 doz.,-----	14	25
Knives, carving and kitchen, ½ doz., -----	1	94
Teaspoons, plated, 6 doz.,-----	11	40
Teaspoons, iron, 8½ doz.,-----	1	59
Repairing kitchen furniture,-----	20	21
Boiler cover,-----	5	75
Coffee urns, 9, -----	19	25
Tea pot, 1,-----	1	00
Tin pitchers, 6,-----	4	50
Molasses cups, 12, -----	4	50
Waiters, 6, -----	4	50
Japan varnish, -----		50
Iron kettles, 3, -----	3	01
Iron sauce pans, 3,-----	3	25
Cullenders, 2, -----	1	87
Sad irons, 12,-----	4	75
Wash boards, -----	1	00
Water casks, 2, -----	3	00
Tubs, 4,-----	3	00
Pails, 9,-----	3	13
Baskets, 3, -----		81
Oven peals,-----	1	12
Seive,-----		69

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Carried forward, ----- § §

Brought forward, -----	\$	\$
Jelly mould, -----		62
Egg beater, -----		37
Iron spoons, 2, -----		62
Ladels, 3, -----		38
Skewers, 12, -----		37
Cork screw, -----		22
Potatoe pounder, -----		18

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 999 59
*For Stable.*

Hay, 5076 lbs, -----	356	24
Straw, 2875 lbs, and 635 bundles, -----	40	54
Oats, 380 bushels, -----	226	07
Fine feed, 1196 bushels, -----	262	17
Ship stuff, 45 do -----	7	50
Corn meal, 5900 lbs, -----	81	76
Oil meal, 5209 lbs, -----	76	86
Ground feed, 200 lbs, -----	2	62
Smith's bill shoeing horses, -----	25	25
do do repairing, -----	18	80
Harness makers repairing, -----	24	07
Horse, -----	96	00
Cows, 2, -----	65	00
Pasturing horse and cow, -----	15	00
Rope, 24½ lbs, -----	2	02
Scythe, &c., -----		94
Horse brush, -----		69
Curry combs, -----		44
Whip, -----		19

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 \$1,302 16

Stock, tools and wages for book bindery, -----	805	74
do do do shoe shop, -----	776	75
do do do cabinet shop, -----	493	20
Tailor's wages, and trimmings for tailor's shop, -----	266	93
Gardener's wages, tools, seeds, manure, &c., -----	305	71
Soap, starch, and labor for washing, -----	588	39
Medicines and professional attendance, -----	295	48
Books, slates, crayons, and stationery for schools, ----	183	78
Seaman's bank for saving, payment of balance due on loan of \$20,000, made in 1847, to erect additional buildings, -----		15,000 00

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 Carried forward, ----- \$

Brought forward,-----	\$	
Interest,-----		102 08
Appropriation of legacies made for the support of free pupils,-----		5,000 00
Appropriation of legacies made to library,-----		931 66
Expense of delegation to Albany,-----		234 95
Printing annual report, views of building, &c.,-----		237 05
Lithographic print, 1030 impressions,-----		66 20
Freight of legislative reports,-----		2 15
Insurance,-----		210 23
Railroad and stage fare,-----		103 68
Advertising,-----		42 00
Philosophical apparatus, and repairing,-----		74 88
Binding 47 vols. reports, $\frac{1}{2}$ bound,-----		35 25
Postage,-----		52 82
Stationery,-----		29 52
Discount,-----		7 64
N. Y. Directory,-----		2 25
Register's fees,-----		1 15
Seals and ribbon for diplomas,-----		1 95
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		\$55,368 61
		<hr/>

## RECEIPTS.

Balance on hand, January 1, 1849,-----	\$694 76
From Comptroller of State for State pupils, board and tuition,-----	20,784 10
From Comptroller of State per act April 3d, 1834,--	5,000 00
do do March 5, 1849, to	
pay debt incurred in the erection of buildings,----	15,000 00
From Regents of the University,-----	584 98
From Comptroller of the city of New-York for board and tuition of 16 pupils,-----	2,058 33
From Treasurer of the State of New-Jersey,-----	1,331 21
From Comptroller of the city of New-York for clothing city and State pupils from said county,-----	360 00
Fr. Treas. Alb. co. for cloth'g State pupils from said co.,	20 00
do Chautauque county, do do ----	130 00
do Chemung do do do ----	160 00
do Clinton do do do ----	40 00

Carried forward,----- \$

Brought forward,-----					\$
Fr. Treas. Cortland co'y cloth'g State pupils fr. said co.,					40 00
do Delaware	do	do	do	----	20 00
do Dutchess	do	do	do	----	20 00
do Essex,	do	do	do	----	60 00
do Franklin	do	do	do	----	300 00
do Greene	do	do	do	----	20 00
do Herkimer	do	do	do	----	40 00
do Kings	do	do	do	----	40 00
do Livingston	do	do	do	----	40 00
do Madison	do	do	do	----	20 00
do Montgomery	do	do	do	----	40 00
do Niagara	do	do	do	----	40 00
do Ontario	do	do	do	----	120 00
do Otsego	do	do	do	----	100 00
do Queens	do	do	do	----	20 00
do Rensselaer	do	do	do	----	40 00
do Rockland	do	do	do	----	80 00
do Saratoga	do	do	do	----	80 00
do Schenectady	do	do	do	----	20 00
do Schoharie	do	do	do	----	20 00
do Steuben	do	do	do	----	80 00
do Suffolk	do	do	do	----	20 00
do Tioga	do	do	do	----	14 00
do Tompkins	do	do	do	----	60 00
do Ulster	do	do	do	----	260 00
do Washington	do	do	do	----	40 00
clothing and cash furnished pupils clothed by friends, -----					761 79
paying pupils, board and tuition,-----					3,314 96
work done in book bindery,-----					800 00
do cabinet shop,-----					146 33
do tailor's shop,-----					81 70
do shoe shop,-----					51 83
sales of hogs and calves, horse and keeping horse,-----					236 75
sales of empty flour barrels, \$27.77, vegetables \$16.44,-----					44 21
J. T. Metcalfe, M. D., annual subscription,----					3 00
Merchant's Mutual Ins. Co., premium returned,-					2 09

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\$53,240 04

*City and County of New-York, ss.*—Personally appeared before me, Robert D. Weeks, treasurer of the New-York Institution for the instruction of the Deaf and Dumb, who being by me duly sworn, did depose and say, that the foregoing accounts are true according to the best of his knowledge and belief.

JOHN A. WEEKS,  
*Commissioner of Deeds.*

*January, 23d, 1850.*

The number of pupils returned to the last Legislature was two hundred and twenty. Of these, thirty-nine have left and three have been removed by death. During the year just closed, forty-two new pupils have been admitted and two former pupils re-admitted, making the number of pupils resident in the Institution, on the 31st of December, 1849, as will appear by the accompanying catalogue, two hundred and twenty-two.

Of these the State supports one hundred and sixty; the city of New-York, sixteen, and the State of New-Jersey nine. Their own friends defray the expenses of twenty-eight; one is supported by the Commissioners of Emigration; and the number of those who, for the present term, are boarded and instructed gratuitously by the Institution, is eight. Most of these, as in former years, had been selected by the Superintendent of Common Schools, in anticipation of vacancies.

Including graduates of the Institution, employed as teachers, or in the mechanical and domestic departments, the whole number of deaf-mutes, resident in the establishment, is two hundred and thirty-four.

The new class is one of fair promise, and its progress, thus far, has been more than usually encouraging. It is a very gratifying reflection that, now, the cases in which deaf-mutes of advanced age are sent to us for instruction, once so numerous and embarrassing, are becoming rare. Nearly all the pupils, who entered at the beginning of the present term, are at, or near the most favorable age of admission into an Institution for deaf-mutes, and may, therefore, be expected to receive the greatest possible benefit. We are happy also to say, that they appear, in general, more bright and cheerful than children laboring under their privations usually appear, when first sent to school. And as we now seldom see such neglected and pitiable objects as were sent to us in former years, we are encouraged to hope, that the advice and directions for the early management of

deaf-mute children, given in some of our former reports, particularly the twenty-seventh, have had a good effect; and that the fruits are now returning to us in the superior moral and mental development, the greater capacity for happiness and for improvement, of the pupils now sent to us.

We feel a growing confidence that in a few years more, by perseverance in the plan we have pursued of dispersing our publications gratuitously over every part of the State, by occasional public exhibitions in some of the interior cities and towns; by the aid of men of intelligence and active benevolence who receive our reports, or witness our exhibitions; and above all, by the intelligence and good conduct of so many of our former pupils, now to be found in every county, and in almost every town of the State, serving as living proofs of the benefits of education to the deaf and dumb; that by means such as these, the ignorance; the indifference and the prejudices still lingering in the minds of many will be dispersed. We hope to see the day, when those parents, to whose care providence may commit a child deprived of the ordinary means of mental and moral training, will no longer be ignorant of, or knowing them, indifferent to, the new duties laid upon them; and when it will be generally and familiarly known that the means, by which the friends of a deaf-mute child can relieve the poor unfortunate from the dreadful moral and social isolation of its lot, and afford its intellectual and moral faculties the opportunity for exercise and development, are so simple and easy, that very little practice is necessary to enable almost any person of ordinary intelligence and patience to use them with gratifying success. A little daily, of kind and patient attention, bestowed on the deaf-mute child, will be sufficient to secure his confidence, awaken his sympathies and prompt the exercise of his mental faculties. A dialect of signs, (into which words spelled by the manual alphabet may easily be introduced,) will soon be formed, and will go on expanding with the expansion of the child's ideas. It ought to be generally known that deaf-mute children, who have been in infancy and childhood, the objects of kind and judicious attention, exhibit none of those unpleasing and repulsive traits of character, formerly supposed to belong, naturally to their condition. When the time shall come that all our pupils shall have been the objects of such early and enlightened care, and shall be sent to us at the right time; we are persuaded that the present proverbial inferiority of educated deaf-mutes, as compared with well educated persons who hear, will pass away, and that the skill and labor of our

instructors will be rewarded with a degree of success, realized only in the case of the few of superior minds.

The general health of the Institution has continued remarkably good, except for a few weeks in the spring, when the measles suddenly appeared in the midst of us, and nearly fifty were taken down at once. Our trials were for a time severe; but the disease soon yielded, under providence, to unremitting care and medical skill. One case only proved fatal, and in that case, the prospect of recovering was favorable, when a momentary imprudence on the part of the patient, brought on an affection of the lungs.

One other death has occurred in the Institution, during the year, a case of pulmonary consumption. This case was that of a boy of public frame, and laboring from infancy under a complication of infirmities. He brought with him, to the Institution, the seeds of that insidious disease, to which deaf-mutes seem more than commonly liable; probably because diseases of the organs of hearing, and diseases of the lungs, are in many cases, only different manifestations of the same scrofulous tendency, or results of the same feebleness of constitution.

These lessons, on the uncertainty of life, were rendered more impressive and affecting by coming within a few hours of each other. The funeral ceremonies were conducted in presence of the pupils, in their own language of signs, and we trust the solemnity of feeling which the occasion was so well fitted to inspire, has left permanent impressions for good on the hearts of many.

It is also our painful task to record the death, under very afflictive circumstances, of a promising youth, who had been four years in the Institution. Having spent the vacation at his home, in the extreme northern part of the State, on his way back to school alone, he very imprudently walked several miles on a railroad track, between Lake George and the Hudson River, was overtaken by a train which he did not see and could not hear, and his fate, the second case of the kind which has occurred in the history of the Institution, will, we trust, prove a sufficient warning to all deaf persons hereafter not to expose themselves to such imminent danger on a railroad track. It is impossible for an engineer to know that a person walking before the train is deaf; indeed, every rational presumption is against it, and when he has sounded the usual alarm, he expects, of course, that the pedestrian will step aside in time, till the moment of collision, when no human power can avail to save.



But, though sickness, and suffering, and death have, in some instances, been permitted to visit and chastise us, we have abundant cause for devout gratitude, in view of our repeated exemption from that dreadful scourge of the human race—the Asiatic cholera. During the last summer, our city was a third time desolated by this mysterious pestilence ; but, though thousands were swept away around us, and there were many victims in our own immediate vicinity, yet, as during both the former visitations of this pestilence, the Institution was mercifully exempted.

But, while we rejoice in the mercies shown to the unfortunate children under our care, the board have to lament the loss of one of their own number. Britain L. Woolley, Esq., for eighteen years an efficient and useful member of the board, and for four years one of the vice-presidents of the Institution, departed this life during the past summer. An enlightened philanthropist and sincere friend of the deaf and dumb, he had many claims on the esteem of his colleagues, and the institution, benefited by his aid and counsels, will cherish his memory with gratitude and respect.

For the prosperous and gratifying condition of the mechanical, domestic and intellectual departments, the board would refer to the annexed report of the committee on the annual examination, at the close of the term, in July last, and to the testimony of the deputy superintendent of common schools, who took part in the examination.

Circumstances, which have been referred to in former reports, have retarded the enlargement of the work-shops, which has, for two or three years, been in contemplation. This necessary measure we hope soon to see accomplished, and when sufficient room is thus gained, the introduction of additional trades will receive a serious consideration. It is probable, indeed, that by prosecuting a larger number of trades, the expenses will be increased in a greater ratio than the receipts, as more tools, fixtures, and master workmen will be required, as well as more room ; but the advantage of permitting our pupils to follow, in the choice of a trade, more nearly the natural bent of their own minds, is worth attaining, even at some pecuniary sacrifice.

The report of the committee on the annual examination, which has been already referred to, embraces, with such fullness of detail, all the evidence necessary to form a judgment on the condition of the department of instruction, that any extended remarks on that topic, in this place, are rendered unnecessary.

A new and revised edition of the little volume of Scripture Lessons for the Deaf and Dumb has been published during the year ; and another volume of the series of Elementary Lessons has also been published. The latter book forms part second of the course of instruction, to come between the second edition of the Elementary Lessons, and the second part published in 1845, which has now become the third part. Other works, believed to be of great importance to the instruction of the deaf and dumb, are in preparation. In a few years more, if the life and health of the President of the Institution are spared, we hope to have a complete course of instruction, adapted to the wants of deaf-mute pupils, studying the English language.

The principle, which has been more especially kept in view, in the preparation of these works, is, that our pupils ought to become familiar with the more simple forms of language, before proceeding to the more difficult and idiomatic ; and hence that they cannot advantageously use, during the first two or three years, the reading books, or text books prepared for children who hear, and who, when they begin to study those books, know as much of language as deaf mutes usually acquire in five or six years.

We think there is in the minds of some a great mistake on this point. The experience of our Institution has shown that, in many cases, too much haste has been made to introduce the deaf-mute pupil to books written in a style which even children, in the possession of all their faculties, though they understand, can hardly imitate, with success. Our task is *first* to teach our pupils to express their own ideas, readily and correctly, on familiar topics, in simple and familiar language. We forget that while deaf-mutes come to the Institution with hardly any language whatever, children, who hear, have the advantage of several years practice in the more easy and familiar forms of language, before they are introduced into the comparatively elevated style of books which some teachers would put into the hands of a deaf-mute pupil of only one or two years standing. The consequence is, that in many cases, the superstructure is attempted to be raised before the foundation is laid.

It is essential to a thorough knowledge of any language, that the student should acquire the ability *to think* in that language. Unless the deaf mute can think in an order of ideas corresponding to the order of words in our language, it will still remain to him a foreign language, and his compositions will be strongly marked by uncouth

peculiarities, induced by his dialect of signs. But this power of thinking in an order of ideas corresponding to the order of words, is to be acquired only by slow degrees—by beginning with short and simple sentences, and allowing sufficient time for these to become familiar, before proceeding to more complicated modes of expression. In short, in this, as in many other cases, we make the greatest real progress, by not hurrying too impatiently at the outset.

To give those of our pupils who possess active and inquisitive minds, some taste of the stores of knowledge which reading is hereafter to open to them, and to favor a more early expansion of their ideas, a weekly lecture, for Saturday evening, has been re-established. One of the teachers in rotation, selecting some interesting event of history, or some attractive subject in the wide range of science and art, gives a familiar lecture in their own language of signs. These lectures not only afford our pupils a delightful recreation, but tend to give a more elevated tone of intellectual character, and to excite a great thirst for knowledge. The result is a keener appreciation of the value of their opportunities, and greater mental power and activity, which will materially facilitate their progress in their ordinary studies.

Since one great disadvantage of the deaf and dumb is the narrow range of their ideas, and the poverty of their stores of knowledge, when first sent to school, it is important to embrace every means by which they can, with ease and pleasure, without interrupting their regular course of studies, acquire new or more accurate ideas. The weekly lecture affords one such means, and others are found in the occasional visits of our pupils to the city, where the multitude of new and interesting objects never fails to stimulate strongly their curiosity, and the observing and reasoning faculties. We have pleasure in acknowledging, in behalf of the deaf and dumb, the kindness and courtesy of so many proprietors of museums, zoological gardens, panoramas, and other places of public resort, who have repeatedly granted a free admission to our pupils.

Sometimes, also, steamboat or railroad companies extend to our whole school an invitation to some excursion, by which not only our pupils derive much pleasant excitement, to diversify the monotony of scholastic life, but in which their knowledge of geography and of natural history, acquires a surer basis.

We must not omit, here, to mention the honorable liberality of the proprietors of the People's Line of Steamboats, to Troy, and of the several railroad companies between Troy and Niagara Falls, by whom, last summer, as on two similar occasions before, a free passage was granted to our pupils going home to spend the vacation with their families. But for this generous permission, poverty would compel many of them to forego, year after year, the happiness of a visit to their long unseen homes. The like favor was also shown to some of our pupils by the Erie Railroad Company.

Men engaged in a common pursuit are, in all countries, accustomed to meet for mental encouragement, for mutual instruction and for the free discussion of principles and modes of practice. The instructors of the deaf and dumb in Germany have had an annual convention for two or three years past, and a similar yearly meeting is proposed in the British Isles. It is very desirable that the cause of deaf mute instruction in this country, should have the benefit of this aid to improvement in theory and practice. Accordingly the President and Professors of our institution, with the approbation of the board, after consulting with their professional brethren in the other American institutions, issued a call for a convention of American instructors of the deaf and dumb, to meet in the city of New-York, in August last, but the very general alarm and anxiety caused by the wide spread prevalence of the Asiatic cholera, made it expedient to postpone the meeting. It is hoped that the proposed convention will be held during the present year.

It is now thirty-one years and some months since the first deaf-mute was received into the New-York institution. At that time, there was but one other school for the deaf and dumb on this side of the Atlantic ; and only one state had appropriated a dollar to aid in the education of those who were unable to pay for themselves. Now there are twelve institutions, in successful operation, containing in the aggregate not far from one thousand and fifty pupils, and liberal annual appropriations for the education of the indigent are made in twenty-one states.

When we look to our own state, we find equal cause for gratulation and encouragement. Within twenty years, the Legislature has increased the number of its beneficiaries five fold. Thus the precious benefits of education, once inaccessible except to a fortunate few, are now, it is believed, within the reach of every deaf-mute child in the state ; and we have full confidence, that if the increase of deaf-mutes

with the increase of population, shall hereafter make necessary a larger number of beneficiaries, the Legislature will promptly authorise the augmentation.

And we have the gratification of knowing, that the increase of the Institution in usefulness, in the thoroughness of the education which it imparts, in the preparedness of its pupils for the duties and trials of active life, has fully kept pace with the increase of numbers. In view of such signal marks of the Divine blessing on our past labors, we look to the future indeed, with the solicitude that prompts to continued effort, and also with the confident hope that makes labor its own reward. By order of the Board of Directors,

HARVEY P. PEET, *President.*

G. S. ROBBINS, *Secretary.*

INSTITUTION FOR THE DEAF AND DUMB, }  
New-York, January 8, 1850. }

## LIST OF PUPILS

In the New-York Institution for the instruction of the  
Deaf and Dumb, Dec. 31, 1849.

### MALES.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Aldridge, John-----	Chateaugay, -----	Franklin.
Andrews, Asahel -----	Attica,-----	Wyoming.
Andrews, Joel -----	Reading, -----	Steuben.
Barnes, Albert -----	Utica, -----	Oneida.
Barry, Nathaniel -----	Yates, -----	Orleans.
Bartlett, Melville D. ....	Lima, -----	Livingston.
Beecher, Ferdinand A. --	New-Haven, -----	Connecticut.
Bell, John Thomas-----	New-York, -----	New-York.
Benedict Edward C. ....	Victory,-----	Cayuga.
Breg, Wm. M. -----	Cohocton, -----	Steuben.
Brewer, William H. H.--	New-York, -----	New-York.
Brown, Charles -----	Ellisburgh, -----	Jefferson.
Brown, John James-----	Tioga Centre,----	Tioga.
Brownell, John-----	Cambridge, -----	Washington.
Burget, William Bert,---	Fulton, -----	Schoharie.
Camp, James M.-----	Bethany, -----	Genesee.
Chandler, John-----	Mexicoville, -----	Oswego.
Chapple, Solomon -----	Stafford, -----	Genesee.
Charlon, Henry -----	Ausable, -----	Clinton.
Clark, Matthew-----	Malone,-----	Franklin.
Clarkson, James W.-----	Rahway, -----	New-Jersey.
Coffin, James E. M.-----	Charleston, -----	South Carolina.
Coghlen, Charles-----	Rochester, -----	Monroe.
Cornell, Alvin H.-----	Jamestown, -----	Chautauque.
Craft, William-----	New-York, -----	New-York.
Cross, Adelmer-----	Cherry Valley, ---	Otsego.
Cross, George M. -----	do	do
Cross, Joseph-----	Isle of Man, -----	England.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
De Hart, Joseph-----	New-York, -----	New-York.
Dinneen, John-----	Hammersmith, ---	England.
Dopp, Hiram -----	Root, -----	Montgomery.
Driscall, George-----	Greene, -----	Chenango.
Emmons, Jacobus-----	Gravesend, -----	Kings.
Evans, Owen Western---	Western, -----	Oneida.
Farnam, William W. ---	Gilbertsville,-----	Otsego.
Ferris, Charles-----	West Farms,-----	Westchester.
Fitch, Harrison E.-----	Vernon,-----	Oneida.
Gardner, Andrew Jackson	Newburgh, -----	Orange.
Garlock, Samuel T.-----	Canajoharie, -----	Montgomery.
Garrybrandt,-----	Havana, -----	Chemung.
Getman, Ozias-----	Ephratah, -----	Fulton.
Gilbert, Gustavus O.----	Sparta, -----	Livingston.
Gilbert, William L.-----	Avon, -----	Ontario.
Giles, Alonzo M.-----	Smyrna,-----	Chenango.
Golden, Peter R.-----	Hampden,-----	Delaware.
Graham, George-----	Greece,-----	Monroe.
Gravellen, Henry-----	Essex,-----	Essex.
Green, Peter-----	Greenville, -----	Greene.
Grow, Charles M. -----	Potter,-----	Yates.
Guthrie, Samuel Shepherd	Lockport, -----	Niagara.
Haight, Henry J.-----	New-York, -----	New-York.
Halsey, John Van Riper--	do -----	do
Harkness, Robert G.----	Haverstraw,-----	Rockland.
Harrison, George W.----	Williamson, -----	Wayne.
Harrison, W. G.-----	do -----	do
Harvey, Andrew Kirk---	Binghamton, ----	Broome.
Hatch, Edward-----	New-York, -----	New-York.
Henrison, Abraham W.--	Pompton, -----	Passaic, N. J.
Hertwick, Francis C.----	Brooklyn, -----	Kings.
Hicks, Gilbert-----	North Hempstead,	Queens.
Hill, David-----	Onondaga,-----	Onondaga.
Hogenkamp, Daniel-----	Haverstraw, -----	Rockland.
Housel, Peter S.-----	Clinton,-----	Hunterdon, N. J.
Houston, Jefferson-----	New-York, -----	New-York.
Hurley, John-----	do -----	do
Jobes, George W.-----	Lloyd, -----	Ulster.
Jones, Lawrence N.-----	Richland, -----	Oswego.
Kain, John-----	Shawangunk, ----	Ulster.
Kelley, John-----	Utica, -----	Oneida

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Ketcham, Chauncey-----	Brookhaven, -----	Suffolk.
Kipp, John Isaa-----	Bergen,-----	Bergen.
Lake, Leonard-----	Hartsville,-----	Dutchess.
Larkin, Charles N.-----	New-York, -----	New-York.
Le Due, Gerard-----	Ogdensburgh, ----	St. Lawrence.
Ling, John Edward-----	New-York, -----	New-York.
Litts, William -----	Florence,-----	Oneida.
Livingston, James S.-----	Chatham,-----	Columbia.
Marcy, Daniel P.-----	New-Orleans, ----	Louisiana.
Martling, Robert J.-----	New-York, -----	New-York.
Matteson, Theodore-----	Silverbrook,-----	Chautauque.
McCormick, Robert-----	Williamsburgh,---	Kings.
McCoy, Zachariah-----	Oswego, -----	Oswego.
McDonald, John-----	Gray's Creek, ----	Canada West.
McLaughlin, Michael ---	Greensbush,-----	Rensselaer.
McSweeney, William ----	New-York, -----	New-York.
Miles, Wallace-----	Hopewell, -----	Ontario.
Morehouse, Philetus E.--	Granville, -----	Washington.
Myres, William Henry--	New-York, -----	New-York.
Nichols, Thomas H. ----	Oswego, -----	Oswego.
O'Hara, Charles-----	New-York, -----	New-York.
Parker, Charles M. -----	Sandlake, -----	Rensselaer.
Parker, James W.-----	Rye,-----	Westchester.
Paterson, Andrew-----	Streetsville,-----	Canada West.
Pitt, Charles-----	Quebec,-----	Canada East.
Richardson, Durant Tyler	Cherry Creek,----	Chautauque.
Rider, Henry C. -----	Caroga, -----	Fulton.
Rider, William Henry,--	Brighton,-----	Monroe.
Robbins, Forman-----	Oysterbay,-----	Queens.
Ross, Hubbard W.-----	Litchfield, -----	Herkimer.
Rowan, Patrick,-----	Bytown, -----	Canada West.
Ryan, John-----	New-York, -----	New-York.
Ryer, James-----	do -----	do
Shuester, Peter -----	Marion, -----	Wayne.
Smith, Moses -----	Jonesville, -----	Saratoga.
Smith, Sylvanus B. -----	Brooklyn, -----	Kings.
Southwick, Edwin-----	Albany, -----	Albany.
Spicer, Devotion W.----	Hoosick,-----	Rensselaer.
Stauring, Robert -----	Danube,-----	Herkimer.
Stewart, Fletcher -----	Malone, -----	Franklin.
Tainter, John -----	Stockbridge, ----	Madison.
Taylor, George -----	St. John's, -----	New-Brunswick.



<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Taylor, James-----	St. Johns, -----	New Brunswick.
Vail, Lewis S. -----	Goshen,-----	Dutchess.
Vail, Sidney -----	New-York, -----	New-York.
Van Velsor, Isaac -----	do -----	do
Waldron, Warren-----	Northumberland,--	Saratoga.
Webster, Ahira G. ----	Fredonia, -----	Chautauque.
Weeks, Timothy-----	Athens,-----	Greene.
Wells, James S.-----	New-York, -----	New-York.
Whitten, Daniel M.----	Mamakating,-----	Sullivan.
Wilder, Austin M.-----	Alabama,-----	Genesee.
Wilkins, N. Denton, --	Brooklyn, -----	Kings.
Williamson, Jaques S.--	Gravesend, -----	do
Williston, Thaddeus----	Ithaca,-----	Tompkins.
Wilson, David-----	Southport,-----	Chemung.
Witschief, John -----	New-York, -----	New-York.
Works, William S.-----	Hannibal, -----	Oswego.

## FEMALES.

Abel Margaret, -----	Perryville,-----	Hunterdon, N. J.
Ammerman Susan A.----	Brooklyn, -----	Kings.
Anderson, Cornelia ----	New-York, -----	New-York.
Bailey, Dorcas -----	Albany,-----	Albany.
Bailey, Phebe Ann ----	Spencer, -----	Tioga.
Barnes, Frances Marion -	Utica, -----	Oneida.
Blauvelt, Catharine ----	Clarkstown,-----	Rockland.
Boughton, Lucy A.-----	New-York, -----	New-York.
Boughton, Augusta G.---	do -----	do
Bower, Sally Ann-----	North Lansing,---	Tompkins.
Bower, Maria Louisa----	do -----	do
Bower, Margaret M.----	do -----	do
Bradford, Charlotte ----	Crown Point, ----	Essex.
Brady, Fanny-----	Orange,-----	Essex, N. J.
Brophy, Mary Ann-----	New-York, -----	New-York.
Casler, Mary -----	Dexter, -----	Jefferson.
Cassidy, Ellen -----	New-York, -----	New-York.
Chandler, Helen A.-----	Mexicoville, ----	Oswego.
Caghlin, Elizabeth ----	Rochester, -----	Monroe.
Colvin, Josephine Grace	Buffalo, -----	Erie.
Conklin, Charlotte,-----	Springfield,-----	Essex, N. J.
Cornell, Meribah-----	Jamestown, -----	Chautauque.
Dobbie, Margaret A.----	Mamaroneck, ----	Westchester.
Dodge, Susan-----	Charleston, -----	Montgomery.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Donovan, Ellen -----	New-York, -----	New-York.
Doty, Phebe Ann-----	Sennet, -----	Cayuga.
Doty, Rebecca -----	do -----	do
Doyle, Ann-----	New-York, -----	New-York.
Dye, Olive -----	Camillus,-----	Onondaga.
Eacker, Margaret-----	Mohawk,-----	Montgomery.
Easton, Elizabeth Ann - -	Roxbury,-----	Morris, N. J.
Eckerson, Esther-----	Seward,-----	Schoharie.
Eggleston, Delia Ann---	Henderson, -----	Jefferson.
Fearon, Matilda-----	New-York, -----	New-York.
Freeman, Fanny L.-----	Alahababad, -----	Northern India.
Garratt, Catharine-----	Lyons, -----	Wayne.
Gilbert, Lucy-----	Sparta, -----	Livingston.
Green, Fanny Maria ----	Greenfield,-----	Saratoga.
Hahn, Augusta-----	Newark, -----	Essex, N. J.
Harrison, Susan M. . . .	Williamson, -----	Wayne.
Hart, Adeline M. -----	De Ruyter, -----	Madison.
Hills, Lucinda E.-----	Fabius, -----	Onondaga.
Hunt, Margarette-----	Nassau, -----	Rensselaer.
Hunter, Helen-----	Canandaigua, ---	Ontario.
Ireland, Sarah -----	Galway, -----	Saratoga.
Keyser, Sabrina -----	Fulton, -----	Schoharie.
La' Barre, Delia-----	Chateaugay, -----	Franklin.
Laister, Eleanor Jane---	N. Y. Mills, -----	Oneida.
Langlois, Eleanor-----	Malone,-----	Franklin.
Lathrop, Cornelia-----	Rochester, -----	Monroe.
Lighthall, Eliza-----	Minden,-----	Montgomery.
Macauley, Joanna-----	New-York, -----	New-York.
Mallinson, Mary Jane---	Haverstraw,-----	Rockland.
McCarty Mary-----	New-York, -----	New-York.
McCoy, Eunice -----	Oswego, -----	Oswego.
McGuire, Rhoda -----	New-York, -----	New-York.
McKinney, Mary A.-----	York,-----	Livingston.
Mead, Emily-----	Northville,-----	Fulton.
Millot, Adelia -----	Raysville, -----	Jefferson.
Northrop, Elizabeth A.--	Ontario,-----	Wayne.
Noyes, Antoinette A.----	Bushwick, -----	Kings.
O'Toole, Mary-----	Albany,-----	Albany.
Overton, Phebe -----	Coram,-----	Suffolk.
Padmon, Sarah Ann ----	Keeseville, -----	Essex.
Palmer, Eliza Ann -----	Moriah,-----	Essex.

<i>Names.</i>	<i>Town.</i>	<i>County.</i>
Plass, Catharine Diantha	Parma Centre,----	Monroe.
Perry, Anne Maria -----	Coburg,-----	Canada West.
Prothias, Elizabeth R----	Buffalo,-----	Erie.
Robbins, Harriet Mary---	Champion,-----	Jefferson.
Romeyn, Jane Ann -----	Glenville,-----	Schenectady.
Ross, Mary-----	New-York,-----	New-York.
Samas, Jane-----	Rochester,-----	Monroe.
Seaman, Ellen Althouse -	Jerusalem,-----	Queens.
Sharot, Ann Elizabeth---	New-York,-----	New-York.
Sherman, Lavinia,-----	Wilson,-----	Niagara.
Skelly, Elizabeth-----	New-York,-----	New-York.
Smith, Fanny-----	Albany,-----	Albany.
Spier, Sarah Frances----	Hoosick,-----	Rensselaer.
Sullivan, Catharine -----	New-York,-----	New-York.
Taber, Silence -----	Scipio,-----	Cayuga.
Tanner, Jane -----	Fulton,-----	Schoharie.
Tompkins, Ellen Maria--	Auburn,-----	Cayuga.
Van Zandt, Elizabeth---	Watervliet,-----	Albany.
Walter, Gertrude Cochran	New-York,-----	New-York.
Warts, Louisa Ann -----	do -----	do
Wallace, Jenette -----	do -----	do
Wiggins, Mary Jane----	Deerpark,-----	Orange.
Wilder, Zeruah D. -----	Alabama,-----	Genesee.
Wiley, Sarah Lucinda----	Essex,-----	Essex.
Williams, Elizabeth-----	Orange,-----	New-Jersey.
Williams, Margaret Ellen	Wyoming,-----	Wyoming.
Wilson, Catharine B.----	Fishkill,-----	Dutchess.
Woodford, Almira-----	Sherburne,-----	Chenango.
Woodward, Wealthy----	Naples,-----	Ontario.
Works, Martha Jane----	Hannibal,-----	Oswego.

Of the foregoing there are 127 males, 95 females, total, 222

From the city and county of New-York,-----	32
From other counties of the State,-----	169
From other States,-----	12
From the British possessions,-----	9—222

Supported by the State of New-York,-----	160
do city of New-York,-----	16
do State of New-Jersey,-----	9
do their friends,-----	28
do the Commissioners of Emigration, --	1
do the Institution,-----	8—222

## II.

### PROGRAMME.

To the HON. CHRISTOPHER MORGAN,  
*Superintendent of Common Schools,*  
*and ex officio Visitor on the part of the State.*

PROSPER M. WATMORE,  
BENJAMIN R. WINTHROP, Esqrs.,  
*Committee of Examination.*

Gentlemen,—The following schedule embraces, at one view, the list of pupils in each class, the standing of the class, and the course of study pursued during the year, beginning with the youngest class.

You will observe that the classes are numbered in the reverse order of their standing, the least advanced being the eleventh, and the most advanced the first. It is also to be observed that the standing of a class, with respect to its term of instruction, is the standing of the majority, and in general of the best part of the class. Several of the classes contain pupils who have been in school a longer or shorter time than the rest of their class.

It seems proper to preface the programme of studies with the remark, that the leading object in the education of the deaf and dumb is the acquisition of written language; and that the study of a particular branch of general knowledge, *history*, for example, is as much for impressing on the memory, by repetition, new combinations of words and forms of construction already known, and for acquiring new words and forms of construction, as for the sake of the facts contained in the text book used. In short, our pupils are not in the circumstances of a class of children, studying certain branches of education in books whose language is their own vernacular; but in those of a class of Cherokee or Hindoo children, for example, learning, in an English school, at the same time, the English language, and what we call the common branches of an English education.

Hence we find it necessary to adapt our early lessons to the poverty of ideas and peculiar modes of thought among the pupils. Our motto is "ideas first, and then words;" that is, we teach *first* the words and phrases expressing the ideas the pupil already has, or such as he can most readily be led to comprehend. By the time he has thoroughly committed these to memory, and often indeed, much sooner, he will, by intercourse with his fellow pupils, have acquired many new and more elevated ideas, the words and phrases expressing which, can then be profitably taught.

It is also deemed important that our pupils should be allowed time to become familiar with the simplest forms of language, such as involve the fewest idioms and inversions, before proceeding to such as are more complex or difficult. In this way alone, can we hope they will acquire the ability to *think in words*, and without this ability our language will ever remain to them a foreign language, understood only by a process of translation into their own language of signs.

## ELEVENTH CLASS.

### I. Names.

#### *Males.*

John Kain,  
Leonard Lake,  
John Van Riper Halsey,  
James W. Parker,  
Peter Housel.

#### *Females.*

Louisa S. Cutting,  
Adeline M. Hart,  
Delia La Barre,  
Elizabeth Skelly,  
Ellen M. Williams,  
Dorcas Bailey,  
Elizabeth Coghlin,  
Joanna Macauley,  
Rhoda McGuire,  
Mary Ross,  
Gertrude C. Walter.

*Males 5,*

*Females 11,*

*Total 16.*

*Taught by F. A. SPOFFORD.*

## II. Standing.

The greater part of this class entered after the commencement of the term, and have been under instruction from five to nine months.

## III. Studies.

1. *The alphabet*, manual and written.
2. *Penmanship*. Exercises in the use of the crayon.
3. "*Elementary Lessons*." The class have gone over one hundred and fifty lessons of this book.
4. *Numbers* in figures and words to one thousand.
5. *Addition and Subtraction*.
6. "*Scripture Lessons*." The class have been taught the leading events recorded in the book of *Genesis*.

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## TENTH CLASS.

### I. Names.

#### *Males.*

Isaac Van Velsor,  
 Josiah Goodgion,  
 Durant T. Richardson,  
 Thomas H. Nichols,  
 Andrew J. Gardner,  
 Silas Willis,  
 Peter Green,  
 Joel Andrews,  
 Peter Shuester,  
 James S. Livingston,  
 Daniel P. Marcy,  
 William B. Burget.

#### *Females.*

Hannah Overheiser,  
 Harriet M. Robbins,  
 Ellen A. Seaman,  
 Martha J. Works,  
 Ann Maria Brophy,  
 Sarah Spicer.

*Males* 12,

*Females* 6,

*Total* 18.

*Taught by* EDWARD PEET.

## II. Standing.—One year.

### III. Studies.

1. *The alphabet*, both manual and written,
2. "*Elementary Lessons*." One hundred and sixty lessons have been gone over, embracing the singular and plural of nouns, adjectives in common use, the inflections of the verb in the present, past and future tenses, the tenses of the substantive verb, the definite article, and the pronouns.
3. *Numbers*, to one thousand.
4. *Penmanship*.
5. *Drawing*; outlines of objects.
6. "*Scripture Lessons*," to Section IV.

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## NINTH CLASS.

### I. Names

#### *Males.*

Austin M. Wilder,  
 Nathaniel Barry,  
 Charles Brown,  
 David Willson,  
 James Paterson,  
 Gerard Le Duc,  
 Harrison E. Fitch,  
 Charles Ferris,  
 Francis Karl Hertwick,  
 Hubbard W. Ross,  
 Peter R. Golden,  
 Robert McCormack,  
 John Ryan,  
 Robert Stauring,  
 Jacobus Emmons,  
 Warren Waldron,  
 Henry Gravelin,

*Males*, 17,

#### *Females.*

Zeruah D. Wilder,  
 Fanny Brady,  
 Catharine B. Wilson,  
 Louisa A. Warts,

*Females*, 4,

*Total*, 21.

*Taught by* G. C. W. GAMAGE.

## II. Standing—Two years.

### III. Studies.

1. "*Elementary Lessons.*" Finished from 117, and reviewed.
2. *Composition.* Stories, letter writing, and various exercises illustrating the principles of construction.
3. *Arithmetic.* Addition, subtraction, and multiplication.
4. *Penmanship.*
5. "*Scripture Lessons.*" From section IV to IX.

## EIGHTH CLASS.

### I. Names.

#### *Males.*

John Aldridge,  
Owen W. Evans,  
George Graham,  
Henry J. Haight,  
William Litts,  
Chauncey Ketcham,  
William W. Miles,  
Silvanus B. Smith,  
Edwin Southwick,  
Jaques S. Williamson,  
William S. Works,

#### *Females.*

Frances M. Barnes,  
Margaret M. Bowers,  
Charlotte L. Bradford,  
Susan Dodge,  
Cornelia A. Lathrop,  
Mary J. Mallinson,  
Anna M. Perry,  
Ellen M. Tompkins,  
Elizabeth Van Zandt,

*Males, 12,*

*Females, 9,*

*Total, 21*

*Taught by O. W. MORRIS.*

## II. Standing—Two years.

### III. Studies.

1. "*Elementary Lessons.*" From 106 finished and reviewed.
2. *Composition.* Embracing illustrative sentences, descriptions of familiar objects, simple stories and letter writing.
3. *Arithmetic.* Numeration, addition and multiplication.
4. *Penmanship.* Exercises in the use of the crayon and pen.
5. *Drawing.* An occasional exercise.
6. "*Scripture Lessons.*" To section XII.



## SEVENTH CLASS.

## I. Names.

*Males.*

John McDonald,  
 Michael McLaughlin,  
 John Tainter,  
 Charles H. Larkin,  
 David Hill,  
 James Taylor,  
 George Taylor,  
 John Witschief,  
 John Vine,  
 Platt McKean,  
 Henry Charlon,  
 Edward Hatch.

*Males, 12,*

*Females.*

Mary Ann McKinney,  
 Margaret Eacker,  
 Sarah Ireland,  
 Emily Mead,  
 Elizabeth Williams,  
 Augusta G. Boughton,  
 Laura Jones,  
 Fanny M. Green,  
 Maria Willis.

*Females, 9,*

*Total, 21.*

*Taught by ISAAC H. BENEDICT.*

## II. Standing.—Three Years.

## III. Studies.

1. "*Course of Instruction*," Part II. To page 78, including the History of Man, the Illustration of Words and Phrases, the Comparison of Adjectives, and the History of Animals.

2. *Composition.* Exercises daily in forming sentences on given words and phrases, short narratives and letter-writing.

3. *Penmanship.*

4. *Arithmetic.* Exercises in numeration, addition, subtraction, multiplication and division.

5. "*Scripture Lessons*," finished from section VIII. and reviewed.

## SIXTH CLASS.

## I. Names.

*Males.*

Zechariah McCoy,  
 William Craft,  
 Andrew Kirk Harvey,  
 Abraham W. Hennion,  
 Joseph Cross,  
 Henry Clawson Rider,  
 William Lucius Gilbert,  
 John James Brown,  
 Charles O'Hara.

*Females.*

Charlotte Conklin,  
 Susan Maria Harrison,  
 Elizabeth Ann Northop,  
 Margaret Abel,  
 Almira M. Woodford,  
 Phebe Ann Bailey,  
 Ellen Cassidy,  
 Ellen Donovan,  
 Cornelia Anderson,  
 Catharine Garratt.

*Males, 9,**Females, 10,**Total, 19.**Taught by J. VAN NOSTRAND.*

## II. Standing.—Three Years.

## III. Studies.

1. *"Course of Instruction," Part II.* "History of Animals," through and reviewed; some portion of the, "development of the verb," and the months."

2. *Grammatical Exercises.* Distinguishing and classifying words according to their grammatical divisions and constructing sentences upon given words with reference to grammatical rules.

3. *Composition.* The ordinary schoolroom exercise of reciting the lessons of the day by question and answer, the construction of sentences after a model sentence, letter-writing and a weekly exercise in original composition.

4. *Arithmetic.* Continued exercises in the four ground rules.

5. *Penmanship.*

6. *Instruction in the Scripture.* Scripture lessons finished and reviewed, reading the Bible in connection with the above. Copying the Sabbath Lectures.

## FIFTH CLASS.

## I. Names.

*Males.*

John Thompson,  
 David H. Havens,  
 George W. Jobes,  
 Thaddeus Williston,  
 Adelmer Cross,  
 Theodore Matteson,  
 Charles W. Parker,  
 Joseph DeHart,  
 Ozias Getman,  
 William Chestney,  
 John W. Chandler,  
 Danil Hogenkamp.

*Males 12,*

*Females.*

Eunice McCoy,  
 Sarah Ann Padmore,  
 Helen Hunter,  
 Emily Hogenkamp,\*  
 Rebecca Doty,  
 Phebe A. Doty,  
 Maryette Hunt,  
 Olive Dye,  
 Ann Elizabeth Sharot,  
 Phebe Overton,  
 Eliza A. Palmer,  
 Mary McCarty.

*Females 12,*

*Total 24.*

*Taught by J. W. CONKLIN.*

## II. Standing.—Four years.

## III. Studies.

1. "*Course of Instruction*," Part II, from page 72, to page 142, including the months, and reviewed.

2. *Composition.* In addition to the daily exercises on their lessons, the class have been practiced in writing journals, letters, stories and dialogues.

3. *Arithmetic.* Exercises in the four ground rules.

4. *Penmanship.*

5. *The Bible.* Parts of the Gospels of Matthew and Luke in connection with vol. of Union Questions.

\* Deceased.

## FOURTH CLASS.

## I. Names.

*Males.**Females.*

Orville L. Wallace,  
 Nathaniel Henry Chesebro,  
 Ahira G. Webster,  
 Nehemiah Denton Wilkins,  
 Matthew Clark,  
 William Breg,  
 Devotion William Spicer,  
 James E. M. Coffin,  
 William Henry Myers,  
 George Montgomery Cross,  
 John B. Golder.

Eleanor Langlois,  
 Catharine Blauvelt,  
 Sally Ann Bower,  
 Margaret A. Dobbie,  
 Elizabeth Ann Easton,  
 Delia Ann Eggleston,  
 Lucinda E. Hills,  
 Jane Ann Romeyn,  
 Mary Casler,  
 Maria Louisa Bower.

*Males 11,**Females 10,**Total 21.**Taught by ISAAC LEWIS PEET.*

## II. Standing.—Four years.

## III. Studies.

1. *Course of Instruction, Part II.* Development of verbs in respect to the tenses of the active and passive voices in the indicative and infinitive moods, pp. 133–180. The months pp. 221–241.

2. *Goodrich's History of the United States*, finished and reviewed.

3. *Composition.* On given topics, narratives and anecdotes, letter writing and journal writing in addition to the daily exercises of the school room.

4. *Arithmetic.* Mental and written exercises in connection with Emerson's North American Arithmetic, Part II.

5. *The Bible.* Selections from the New Testament, comprising a portion of the life of the Savior in connection with "Union Questions," vol. 1.

6. *General information.* Notices of current events and familiar expositions of the peculiarities of common things.

7. *Penmanship.*

8. *Articulation* practiced with some success with three members of the class.

## THIRD CLASS.

## I. Names.

*Males.*

John Edward Ling,  
George Driscall,  
James L. Wells,  
Charles M. Grow,  
James M. Camp,  
James W. Clarkson,  
Gustavus O. Gilbert,  
Zenas Garrybrandt,  
William P. Wright.

*Males 9,*

*Females.*

Catharine Sullivan,  
Augusta Hahn,  
Lucy Adelaide Boughton,  
Helen A. Chandler,  
Lucy Gilbert,  
Amanda E. Ashley,  
Lydia A. Ballou,  
Joanna Bentley,  
Hannah Seymour,  
Martha D. Buck.

*Females 10,*

*Total 19.*

*Taught by D. E. BARTLETT.*

## II. Standing.—Five years.

## III. Studies.

1. "*Course of Instruction, Part II,*" finished from page 168 through "the development of the verb" and "the months" and reviewed.

2. *History.* Barber's Elements. Ancient History, p. 33.

3. *Goodrich's History of the United States.*

4. *Geography.* Smith's Quarto Lessons selected, and the elementary parts studied last year reviewed.

5. *Composition,* on subjects connected with the lessons, journal writing, letter writing and narratives.

6. *Arithmetic.* Smith's Arithmetic, in which different members of the class have made different degrees of progress, from 50 to 100 pages, according to their ability and expertness in this branch of study.

7. *The Bible* in connection with Union Questions, Vol. I, on the birth and life of Christ, with occasional lessons selected from different portions of the Sacred Volume. "Scripture Lessons" reviewed.

## SECOND CLASS.

## I. Names.

*Males.*

Asahel Andrews, jr.,  
 Jacob Barnhart,  
 John Thomas Bell,  
 Simeon D. Bucklen,  
 Solomon Chapple,  
 Jefferson Houston,  
 Ephraim Jewell,  
 Robert I. Martling,  
 William H. Rider,  
 James Oliver Smith,  
 Fletcher Stewart,  
 Joseph Sweetman,  
 Daniel M. Whitten,  
 James H. Winslow.

*Males* 14,

*Females.*

Sally Bronson,  
 Matilda Fearon,  
 Eliza Lighthall.

*Females* 3,

*Total* 17.

*Taught by* J. ADDISON CARY.

## II. Standing.—Six years.

## III. Studies.

1. *History.* Barber's Elements, Modern History, pp. 103-270.
2. *Geography.* Smith's quarto, pp. 58-72, and Goodrich's National Geography, pp. 1-41.
3. *Course of Instruction.* Part II, pp. 184-220.
4. *The Dictionary.* Webster's School Dictionary with exercises in Etymology and Composition.
5. *Arithmetic.* Smith's as far as Interest and some of the class have advanced beyond.
6. *Grammar.* A brief outline committed to memory, and daily exercises in parsing.

7. *Henry's Educational Catechism* thoroughly committed and reviewed with accompanying explanations of the "Family and School Monitor."

8. *Composition* each day in connection with their studies, and at other times, stories from signs, conversations, narratives, journals, letters, etc.

9. *The Bible*. Selection from each of the books of the Old Testament.

10. *Miscellaneous*. Exercises in Penmanship and Drawing. Familiar explanations of topics of inquiry, and subjects of practical importance. Lessons in Mnemotechny. Blake's Natural Philosophy in a series of lectures. Written models of various kinds of compositions. Copying the Sabbath lectures and reviewing the same. Reading books and newspapers.

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## FIRST CLASS.

### I. Names.

#### *Males.*

George W. Harrison,  
Edward C. Benedict,  
Hugh Shannon,  
Lewis S. Vail,  
Alvan H. Cornell,  
George N. Burwell,  
Lawrence N. Jones,  
Truman Grommon,  
Patrick Harrington,  
Philetus E. Morehouse.

*Males* 10,

#### *Females.*

Lavinia Lighthall,  
Meribah Cornell,  
Silence Tabor,  
Jerusha M. Hills,  
Martha A. Hibbard,  
Elizabeth Jackson,  
Hannah M. Patton,  
Janette Wallace,  
Grace I. Colvin,  
Elizabeth A. Vanderbeck.

*Females* 10,      *Total* 20.

*Taught by* THOMAS GALLAUDET.

### II. Standing.

Three-fourths of the class have been under instruction six years, the remainder, seven years.

## III. Studies.

1. *Smith and Morse's Quarto Geographies*. The class having during previous years, made themselves familiar with the general facts and descriptions contained in their text books, their attention has been, this year, particularly directed to the study of the maps.

2. *Smith's Arithmetic*. Different parts of this book have been taken up adapted to the capacity of each pupil. Some are exceedingly fond of the study of arithmetic, and pursue it with rapid advancement, while others taking much less interest in it make but comparatively slow progress.

3. *Barber's General History*, from p. 70 to 165 has been thoroughly studied and written out from memory, and a general review has been taken from the beginning of the book.

4. *Mattison's Elementary Astronomy*; to the 29th lesson.

5. *Composition*, journals and letters have formed a prominent feature of the exercises of the class during the year.

6. *News of the day*. An half hour has been daily spent in communicating to the class by natural signs, the most important events which are constantly occurring in different parts of the world. In this way they become practically familiar with geography and also treasure up a great fund of knowledge of a miscellaneous kind.

7. *Goodrich's child's history of the United States*. This book has been carefully read through and its general facts noted, without being committed to memory.

8. *Articulation*. Two of the class have paid sufficient attention to this subject to retain the power of speech which they had in childhood before becoming deaf.

9. *The Bible*. The books of the Old Testament from Joshua to Malachi, inclusive have been studied by means of the questions contained in the Union Questions, No. XII. Psalms XXIII—XXXIX have also been recited from memory.

All which is respectfully submitted.

HARVEY P. PEET, *President*.

July 10, 1849.





### III.

## REPORT

### Of the Committee on Examination of the New-York Institution for the Instruction of the Deaf and Dumb.

The select committee, appointed under the authority given to the President, by resolution of the Board of Directors, on the 10th of July last, for the purpose of attending the annual examination of the pupils of "the New-York Institution for the Instruction of the Deaf and Dumb," beg leave respectfully to submit the following

#### REPORT :

The undersigned were called upon, very unexpectedly, to attend the annual examination of the Institution, in place of the committee, to whom this service, by appointment of the Board of Directors, had been previously delegated. This substitution was to them a matter of deep regret, in more respects than one; for, although the duty is always a pleasant one, it could, at this time, be only partially performed, inasmuch as they were unable, from the shortness of the notice, to devote the whole of the time set apart to the examination; because they had acted in this capacity on several former occasions of this sort, and their presence might, therefore, create some disappointment and awaken less interest than that of those whose faces were less familiar; but principally, because from the literary character and high standing of the gentlemen composing the committee, it was expected that they would present not only the results of their observations and inquiries on matters of fact, but their views also on the methods and course of instruction, and the philosophy of the system as illustrated in its effects upon those, cut off, by no fault of their own, from the privileges of a common inheritance. Your committee trust that these expectations are only for a short time deferred, and that the return of another anniversary will find these gentlemen at their posts, to render a service which cannot fail to exert a happy

influence on those more immediately concerned, and which will furnish to the public the means of forming a just estimate of the condition and value of the Institution.

The Hon. Christopher Morgan, whose official visits at the last examination, as Superintendent of Common Schools, is remembered with much interest, was this year unable to attend; but he commissioned his deputy, A. G. Johnson, Esq., to act in his stead. The attention of this gentleman was first turned to the intellectual department which is conducted, under the direction of the President, by eleven professors and teachers. As a guide to his inquiries, he was furnished with a programme embracing the classification of the pupils, with their names and that of their teacher; the standing of each class and the topics or course of study. He was also accompanied by the President, who gave the directions and explanations requisite, in the classes taught by deaf-mute instructors.

On the morning of the first day of the examination, the committee, not having been apprised that their services would be needed, were not present, and are hence obliged, in making up this part of their report, to depend upon the programme just mentioned, the memoranda furnished them by the President, and the statements of the examining officer.

The examination of the several classes was necessarily brief and to a degree superficial. Still, it was sufficiently thorough to enable the examiner to arrive at conclusions, as well in regard to the efficiency of the method of instruction, as to the capacity of the instructors, and the signal benefits derived from the Institution, by that unfortunate class of our fellow beings, who have so justly been made the recipients of the public bounty, within its walls.

A visit was made to each of the classes, beginning with the youngest, and an examination required by each, without previous concert or arrangement. The first class visited, numbered in the programme the *eleventh*—the reverse order of its standing and attainments—consisted of five males and eleven females, a majority of whom were entered in the month of October, but one of them as late as February of the present year, at which time, not one of them either understood, or could form a letter, if we except a little girl of nine years of age, who had been the object of much maternal care and solicitude at home.

In the progress of their study of language, they were now able to construct sentences, written in a fair hand upon the blackboard, involving the use of the adjective ; the inflections of the noun ; the present, perfect and future tenses of the verb ; the preposition ; the definite article, and the pronoun personal. In addition to this, they had learned to count ; understood the denominations of figures up to one thousand, and could perform simple operations in addition and subtraction.

The Superintendent requested that they might be questioned in their knowledge of scripture facts, and though unable to present their ideas through the medium of connected discourse, it was in the highest degree interesting to see their familiarity with the principal events recorded in the Mosaic history, as shown in the readiness of their answers in the sign language.

The *tenth class* was entered at the beginning of the session, and consequently had been under instruction about the same time as the preceding. It consisted of twelve males and six females, who, at the time of their admission, had no more knowledge of words, or of their component parts, than the members of the class last examined. In addition to the studies above enumerated, they had proceeded ten lessons further in the "elementary lessons," and had committed to memory four sections in the "scripture lessons," embracing the attributes of the Supreme Being ; the moral duty of man ; the immortality of the soul, and a statement preliminary to the account of the creation. These last they were able to recite in written language.

In penmanship, they had made some progress, and were able to write a tolerably fair hand, and could, to some extent, delineate objects by outline drawing.

At the request of the Superintendent, they were examined on their knowledge of events recorded in sacred history, and the readiness of their answers showed unequivocally their acquaintance with the leading historic truths contained in the scriptures. The inculcation of religious truth, by means of the sign language, will enable the instructor early to bring to his aid the sanctions of religion in his system of government and discipline.

The *ninth class* was one of two years standing, and had been, during this period, under the instruction of a deaf-mute teacher, a graduate of the Institution. It had finished and reviewed "Part I."

of the "Course of Instruction," and consequently was able to use language, in connected discourse, according to the laws of construction embraced in that manual. The exercises of this class consisted in furnishing, by each pupil, original examples illustrating these laws; in reducing to writing consecutive ideas communicated by their teacher by natural signs, and in answering questions propounded to them on familiar subjects, and the every day affairs pertaining to common life. In arithmetic, they were able to perform the operations of addition, subtraction and multiplication.

In penmanship they presented some very fine specimens, and with one or two exceptions, their copy-books showed a progressive improvement, and a neat appearance deserving of commendation.

They had also learned, and were able to express in written language, about one-half of the "Scripture Lessons," comprehending the attributes of the Supreme Being; the moral duty of man, and the principal events recorded in sacred history, up to the giving of the law.

Most of this class acquitted themselves creditably, and those who fell below the average standard, belong to that class of cases, of which there are some in every school who, notwithstanding the most persevering efforts on the part of the teacher, are found incapable of making those acquisitions in alphabetical language, which will enable them to read it understandingly, or to use it correctly in their intercourse with others.

The disadvantages that make the progress of the deaf-mute in written language slow and laborious, are not generally appreciated.

The same disadvantages do not exist in the way of the acquisition of general knowledge, and hence it happens, that many deaf-mutes, whose knowledge of written language is quite imperfect, are yet decidedly well-informed, and capable of fulfilling well all domestic and social duties. The degree of success attained in the instruction of the deaf and dumb must not, therefore, in all cases, be estimated by their ability to use language as a medium of inter-communication with the speaking world.

The *Eighth Class* was one of the same standing as the preceding, but of a somewhat higher intellectual grade. It had gone over substantially the same ground, in the use of the same text books, and the examination in the use of connected language, in arithmetic and

Scripture history, was similar to that of the class just visited. The penmanship of this class was much better than could have been expected from one of its years ; and some specimens of drawing were exhibited highly creditable to them and their teacher.

The studies of the *Seventh class*, which was of three years standing, were " Part II " of the " Course of Instruction " through eighty pages, embracing the " History of Man," the " comparison of adjectives," and nearly the whole of the section on quadrupeds ; exercises in penmanship ; easy examples in the four ground rules of arithmetic, and the " Scripture Lessons " from section VIII, finished and reviewed. The examination showed, on the part of the pupils, a good acquaintance with the text books, and those principles of construction which had been brought under consideration. The specimens of composition, since handed the committee, furnish very satisfactory evidence of their ability to express their thoughts in correct phraseology, and are written in a neat and careful manner, showing commendable attention to this useful and ornamental branch of education. The penmanship of one of the members of this class deserves special notice, not only for its neatness and correct proportions, but also for its apparent freedom of execution. The same individual has drawn very neatly and tastefully, several maps on a small scale, one of which he presented to the superintendent.

The *sixth class*, which was next examined, had been under instruction three years. The text book which had been chiefly used by them, was the " Course of Instruction, Part II," in which they had studied the " History of Animals," some portion of the " Development of Verbs," and the chapter giving a description of the months of the year. In connection with this, they had been practiced in grammatical exercises, which consisted mostly in distinguishing and classifying words according to their grammatical divisions, and constructing sentences upon given words, with reference to grammatical rules. They had, besides, paid considerable attention to various forms of composition, such as the construction of sentences after a model given them, and the writing of letters and journals. In arithmetic, they had become thoroughly acquainted with the four grand rules. The volume of " Scripture Lessons," had also been been carefully studied, and portions of the Bible read in connection with it.

To illustrate the manner in which the daily recitation of lessons is conducted, the class were examined by question and answers,

written in full upon the large slates, upon a portion of the "Natural History of Animals," which was selected for this purpose by the superintendent. Having acquitted themselves satisfactorily in this exercise, the examination was continued, upon the same subject, in the language of signs, both questions and answers being interpreted by the teacher. The questions were correctly answered by the class, and showed a familiarity with the classification of animals, and with the characteristics and traits of the different classes and individuals highly creditable.

The next exercise related to the grammatical structure of language, and the class wrote out in full the indicative mood of various verbs given them, and illustrated the tenses in original sentences. In the comparison of adjectives, the superintendent was especially interested, in the readiness and correctness of the replies, when the words were purposely selected with reference to the change of form, viz: from "er" and "est," to "more" and "most," and also where either form might be correctly used. He expressed himself highly gratified with the manifest interest exhibited by the class in these exercises.

At this point the hour appropriated to the examination of this class had expired, and it was impossible to touch upon the remaining studies embraced in the programme.

To the philosophical student of mental science, the deaf-mute presents an interesting study. In respect to the power of expressing thought by written language, he may, indeed, be compared to an infant; but he brings to the work of acquiring a written language, mental capacities and faculties far greater than the infant. It is therefore, not only proper, but absolutely necessary for his rapid advancement, that the difficulties of language should be presented in a systematic manner, and that from the outset of his course, he should be taught to classify words, and to regard the relations of these different classes to each other. That which the child possessed of the sense of hearing acquires in a desultory way, and without conscious effort through the years of childhood, must, by the deaf-mute, be acquired by a direct effort and application of the mind. He should, therefore, be possessed of all the possible aids and advantages that can be brought to bear upon the peculiar circumstances of his case. The "course of instruction" prepared by the president, seems admirably adapted to this end, and receives the warmest approbation of all teachers who have used it.

The *fifth class* was next examined. This had a standing of four years, and had been under the instruction of a deaf-mute teacher, a graduate of the institution. The principal text book used during the year, had been the "Course of Instruction," Part II., in which the class had completed the "History of Animals," committed to memory the chapter on the months of the year, and made some progress in the "development of verbs." In addition to this, they had been practiced in composition, arithmetic and penmanship, and had as a Sabbath exercise, studied parts of the gospels of Matthew and Luke.

To exemplify their knowledge of natural history, as well as their ability to use language, they were requested to write sketches of different animals named to them by the committee. As a grammatical exercise, they composed sentences illustrative of particular forms of the verb. In arithmetic, they performed sums involving the use of the four ground rules, and to show their familiarity with the portion of scripture to which they had paid attention, they answered with ease and correctness, questions relative to the events immediately preceding and accompanying the birth of our Savior, and the earlier portion of his history. In all these exercises, they acquitted themselves in a highly satisfactory manner, and gave evidence of having been thoroughly instructed.

The mechanical education, although an incidental feature, forms an important part of the system, and the attention of the committee was, on the morning of the second day of the examination, particularly directed to that interesting department. The greater number of the pupils are either poor children, or from families in moderate circumstances. These, on leaving the institution, must depend upon the labor of their own hands for support. It would be cruel, therefore, to send them away without imparting to them such a knowledge of some handicraft, or mechanic art, as would enable them to procure a subsistence.

Especially is this a duty, since, by giving them such knowledge, the Institution is at the same time placing within their power, if enterprising and industrious, the means of rising to mechanical respectability, and ultimately to competence, and perhaps to wealth. The number of occupations presented for the expression of their preference, or that of their friends, is five, viz: shoemaking, tailoring, cabinet making, bookbinding, and gardening.



The time devoted to mechanical industry is from three and a half to four hours daily, varying according to the season of the year ; and as this is divided about equally between the morning and evening, it can hardly be expected, under these circumstances, that they can do little more than acquire the rudiments of a trade, which must be perfected by some additional instruction or practice after they leave the institution ; still less that, with the little time set apart to these employments, the extreme youth of many of the pupils, who are every year going and coming, anything can be realized as the profits of their labor.

The rooms appropriated to their respective trades, with one exception, are large, well lighted, and well ventilated apartments. The cabinet making, being occupied in the manufacture of bulky articles, requires more space, in proportion to the number of workmen, than either of the others; and the committee noticed that the room set apart for this employment was too small to admit of putting up the requisite number of benches, and at the same time allow sufficient space for freedom of action and the materials on which the labor of the apprentices is to be bestowed. It is therefore hoped that the board will, without unnecessary delay, provide increased facilities for carrying on this trade, agreeably to the plan which has already been adopted.

At the time the committee visited the shops, the pupils were busily and cheerfully engaged at their several occupations. Some very good specimens of manufactured articles in each were shown to the visitors, which reflected no little credit on the skill of the lads, as well as the capacity of the foremen. In the cabinet shop, the committee noticed some beautiful work-boxes laid in mosaic, which indicated superior workmanship.

From the workshops, the committee, together with the superintendent, made a tour of inspection through the rooms and offices of the household department, under the conduct of Mrs. Stoner, the matron, and took a minute and careful survey of the whole building. They do not doubt that it will be matter of gratification to the board to be informed that Mr. Johnson accepted the invitation of the president to become the guest of the Institution, during the time occupied by him in the discharge of his official duties. By this means, he had the opportunity of becoming acquainted with the daily routine of domestic life, and the arrangements with regard to rising, meals, labor, school hours, recreation, and rest; for they are informed that

orders had been given that there should be no change, in any respect, or in the diet or dress of the pupils, on the occasion of this visit. Indeed, the committee needed not this assurance to convince them of the fact, for they had the evidence of their own observation that nothing had been assumed for the sake of effect. The provision made for the comfort of the pupils, in sickness and health, is of a character to meet the approval of parents whose children are committed to its care.

At the time referred to, all the pupils, with one exception, were at their meals and able to engage in their respective duties. This exception was that of the little Indian boy who was sick of dysentery, from which he happily recovered and returned home to his anxious parents, a few days after the close of the session. In this connection, it may not be improper to remark, and the committee do so under a grateful sense of the goodness of divine Providence, that there has been no case of cholera among the inmates of the establishment, nor has any death occurred, from any cause, during the past summer.

Next to our acknowledgments to an overruling Providence for this remarkable exemption from disease, at a season when death was making such inroads upon all classes of our community, it is proper that the committee should give due credit to those who have directed the management of the extensive domestic department of the institution. Under the active and enlightened care of the president, the zealous, devoted and unceasing attention of the matron, Mrs. Stoner, and the steward, Mr. Edmund B. Peet, deserve the thanks of the Board of Directors.

After inspecting the mechanical and domestic departments, the examination of the classes was resumed. The pupils were assembled in the chapel for morning prayers, when a passage of scripture, written upon one of the large slates, was explained and illustrated in signs, and a prayer offered in the same language by the president. This room in which prayers are daily attended, and divine service celebrated twice every sabbath, is so constructed as to afford, from every part, an unobstructed view of the lecturer upon the platform, and without any disturbance from dazzling or cross rays of light. It is unnecessary to describe minutely the nature of those touching exercises. Suffice it to say they cannot fail to make a deep and uneffaceable impression upon the mind of one who sees them for the first time, and he will go away with an awakened feeling, that there is a solemnity in communing with the great Author of our being, to which he was before a stranger.

From the chapel the pupils repaired to their respective classes, and the examination began with the *fourth class*.

This had been under instruction the same length of time with the class last examined, but being composed of pupils of a higher grade of intellect, had made greater proficiency. Their studies had been that part of the "Course of Instruction" containing the chapter on the months, and the development of verbs in respect to the tenses of the indicative and infinitive moods; Goodrich's History of the United States; composition; arithmetic; the Bible; articulation, and penmanship. The instructor had also from time to time given them information as to current events, thereby acquainting them with the history of the times in which they live, and, in connection with the philosophical apparatus belonging to the institution, had explained and illustrated some of the more important facts in natural philosophy.

At the request of one of the gentlemen acting as examiners, the class wrote as a preliminary exercise their names and a few facts concerning themselves. They also stated the names of the gentlemen who had just entered the room, with the object of their visit. The following, copied from one of the slates, may serve as a specimen of the ease and correctness with which the class generally performed this exercise:

"My name is E. L., I reside in Malone, Franklin county, New York. I was born in the year 1828, but I do not know my birth-place. I came to the institution when I was 17 years old. My parents are living. My father is a butcher by trade, but he is not now engaged in that business. One of the gentlemen who has just been conducted into this school room by Dr. Peet, the president of the institution, is Mr. Johnson, the deputy superintendent of common schools. We are sorry that Mr. Morgan has been prevented from coming to attend the annual examination of the pupils; but though we do not see him, we are glad to have Mr. Johnson examine us. I hope that he will prove that he is as enthusiastic a friend of the deaf and dumb as Mr. Morgan. One of the board of directors, named Mr. Winthrop, has also come to examine us, and we are very happy to see him.

The class underwent examination in arithmetic, in the more essential portions of which they were well versed. Questions were put to them concerning the earlier portions of the life of Christ, with the

facts of which they not only evinced an intimate acquaintance, but shewed that they had been taught to appreciate the language of the Scripture they had studied, and that they understood its allusions to other portions of Holy Writ.

The time allotted to the examination of this class was, however, principally occupied in ascertaining to what extent they had become acquainted with the history of the United States. The text book on this subject, which had been put into their hands, had been selected with special reference to its style, in which respect, it seemed better adapted than most books of the kind to succeed the "Course of Instruction," prepared expressly for the deaf and dumb, by which the class had been brought to a point, where they could begin to use, with advantage, books written for those who hear.

The examination was conducted both by signs and in writing, and it is not too much to say, that the knowledge they exhibited of the early settlement of the States; of the causes which led to the war of the revolution; the disasters and successes attending the Americans in that memorable struggle, and the events characterizing the successive presidential administrations, would have done credit to learners in any of our schools. The promptness too, and accuracy, with which they gave the dates of prominent events, were very gratifying. The committee were not a little pleased to remark the evident enthusiasm with which they had pursued this interesting study. Unlike those who, through the ear, gain general impressions of past events, and to whom, therefore, little is so new as to have the charm of novelty, these children of misfortune, into whose darkened minds, four years since, the rays of knowledge for the first time penetrated, had regarded with peculiar interest, new facts as they successively dawned upon their minds, and when the story of their country's early wrongs, but final triumphs, was first taught them, it was natural that the liveliest emotions should be excited within them.

As a closing exercise, they were requested to give individually a succinct account of such historical subject as had especially interested them. The following brief synopsis of the revolutionary war was copied from one of the slates.

*" War of the Revolution."*

"The war, which resulted in the national independence of the United States, called the 'War of the Revolution,' was begun in the year 1775. Before it began, the colonists of this country were

subjects of the king of England. The king and parliament of England treated the people here so unjustly by taxing them severely, that they resolved not to submit to such usage. When the king heard of this, he sent ten thousand soldiers to America to make the people behave better ; but the disturbances here increased so much, that at last the war commenced. The first battle which was fought during the revolutionary war was that of Lexington. It took place on the nineteenth day of April, 1775. The second battle was that of Bunker's Hill, which is in the vicinity of Boston. In this battle the Americans were commanded by Gen. Putnam. Dr. Warren, a brave American general was killed in this battle. It took place on the seventeenth of June. At the commencement of the war, Gen. Washington was appointed commander-in-chief of the American armies by the Continental Congress. He fought very nobly and bravely against the British for American independence. Several other battles were fought after the battle of Bunker Hill. One of these was the battle of Saratoga, in the State of New York, which spread great joy throughout America. The whole British army, amounting to 5,700 men, surrendered to the Americans and became prisoners. The famous battle of Yorktown, in Virginia, which took place on the nineteenth of October, 1781, was the last battle of the ' War of the Revolution.' It was said that if the Americans could be victorious over the British in this battle, they would be free and independent. The Americans did gain the victory over the British. The former had the joy to see the latter lay down their arms and Lord Cornwallis surrender his sword to Gen. Washington. Soon after the battle of Yorktown, the British troops went back to England. Then the people were free and independent. As soon as the war was over, the American troops were disbanded, and Gen. Washington resigned his commission as commander-in-chief."

In addition to the exercises on the slates, the committee had gratifying evidence of the ability of this class to use language, in the original compositions submitted for their inspection. The penmanship was, in nearly every instance, remarkably excellent. The following compositions were written by members of this class.

" *Air.* "

" Air is a fluid. It is composed of two gases which are called oxygen and nitrogen. There is much more nitrogen in the air than oxygen. The reason why there is more nitrogen than oxygen, is that we should be too lively and die suddenly, if there should be

more of the latter than of the former. The air has weight. We know that this is so by seeing other things which are lighter than the air, viz : balloons, feathers, the down of thistles and that of dandelions which float in it. It is invisible, transparent and is without color. It is very necessary for life, because if any creature goes in a place where there is no air, it will instantly die, and if a person lets a mouse in the receiver of an air pump from which the air is exhausted, it will die. It is an elastic fluid. The proof that it is so, is that when a bladder, which has been inflated, is compressed, it will restore itself again to its former shape. Air is necessary to combustion. If there were no air, the lamps and fire could not burn. When it is pressed upon the surface of the water, it causes it to rise like a fountain. At the celebrated Spouting Springs of Iceland, called the Geysers, the water is thrown to the height of two hundred feet, this is owing to the pressure of the air on the surface of the water. Bad air is usually found at the bottoms of deep wells. It is caused by carbonic acid gas, and if a lamp should be let in, it would go out, and also if a person should go in, it would destroy his life. In cities the air is not pure and healthful, because it is too much confined. The free circulation of the air, is necessary for our health and comfort. It prevents us from getting diseased. It is for this reason that we find the air in the country so favorable to health. Warm air makes the mercury in the thermometer rise, and cold air makes it fall. When the air is warm, it rises and cold air rushes in its place. This causes the wind. There are some violent winds called hurricanes and tornadoes which do much injury on different parts of the earth. The feathered tribes spend most of their time in the air, and beautiful winged insects sport in it. The air is useful to man. When in motion, it wafts his noble ships across the ocean. An ærial locomotive will perhaps be built, to run through the air more rapidly than steam ships do through the ocean, and perhaps than locomotives do on land. The air, which surrounds the whole earth, is called the atmosphere, and extends forty miles from the surface of the earth. The air is a wonderful work of God which shows his wisdom and goodness.

*“An imaginary conversation between a fly and a bee.”*

“One day a poor fly while passing a beehive full of honey, in a beautiful garden, was perceived by a bee which proudly flew at it and insultingly said, “Why do you come here? you design to steal my sweet honey.” The fly replied, “I do not wish to steal it, but feel a desire to learn how to make honey as you do.” The bee answering,

said, "You are such a dirty insect that it is impossible for you to make it. You must not come near my hive, because you have devoured almost every bad thing; but I have always sucked sweet beautiful flowers and I have made honey of them." The bee continued to say, "Most people love bees more than flies, for they are useless and can make nothing, they are also very troublesome to all creatures? The fly was then full of anger and said, "You have a long sharp sting and you cruelly sting many persons, and cause the wound to swell very much, like a noxious snake. It is very dangerous to sting. I, however, have never been cruel to any one since I was born." The bee said to the fly, "I have a strong natural propensity to sting, when any one provokes me. God gave me a sharp sting to defend myself with it, but if I am not attacked, I do not sting. If you had a sting, you would do much more harm than I. You always get into mischief, and fall into milk, molasses, butter, &c. While people are partaking of refreshment, flies rush and devour it like dogs, and interrupt the people so much that they cannot eat. You creep on their faces and make them uneasy; you are very impolite and rude." The fly replied, "You are quite as troublesome as I, for you often enter a house, creep about the window and frighten the people so much that they endeavor to catch you with a pair of tongs and pitch you into the fire." The bee, on hearing this, was much enraged, and said, "when I enter the house of others, it is by accident; you, however, are too lazy to build a house of your own, but ramble every where; it seems as if you were a vagabond. You will soon die when the weather begins to be cold." The fly replied, "I shall become torpid and rest till spring. I shall live again. It is not necessary for me to work. I hate to see a bee of such great pride and boastfulness." The bee replied, "well, you are right in thinking that I am proud. You are certainly jealous of me." The fly replied, "No, I am not; but you are such a passionate creature, I do not wish to talk with you any longer." The bee said, "Never provoke me and I will always be kind to you, but if you do provoke me, I will kill you." The fly replied, "I will continue to talk to you, as I please." So the angry bee stung the fly so much that it laid the poor insect dead."

The *third class*, which was next examined, was one of five years standing. The studies in which they had been occupied during the year were the "Course of Instruction, part II," which they had finished and reviewed; history, geography, composition, arithmetic and the bible.

The Committee regret that owing to the lateness of the hour in the afternoon when they entered this class, the time allowed for its examination was very limited. The cursory view, however, which they were able to take of the studies to which attention had been paid, was entirely satisfactory.

The class had studied very thoroughly the "development of the verbs" as contained in the course of instruction. The advantages arising from carefully following out this systematic course of progress cannot be overrated. Its favorable effects were apparent in this as well as in the other classes where it had been pursued.

In history, the text books had been "Goodrich's History of the United States," and "Barber's Elements of Ancient History." Their answers to the interrogatories put to them concerning the more important events of the periods to which their attention had been called, evinced an excellent acquaintance with the subject, while the promptness and eagerness with which they communicated their knowledge showed that, in their minds as well as in the minds of the class last examined, the study of history had awakened a livelier interest than is usually found in young persons blessed with the use of all their faculties.

In geography, the text books used had been Smith's quarto. Particular attention had been given to the elementary parts, and so far as their knowledge was tested they manifested great readiness of intelligence in reference to all the important points in elementary geographical instruction.

During the year, the class had devoted a great deal of attention to exercises in composition, on subjects connected with the lessons, together with journal writing, and the writing of narratives and letters. Specimens of the proficiency of the pupils in this, to them all important branch of study, were submitted to the committee in the handwriting of the pupils, which, in many instances was very beautiful.

In arithmetic, the attainments of the pupils of this class appeared quite various—the degree of proficiency to which they had attained, varying according to the capacity of the individual. From 50 to 100 pages in Smith's Arithmetic had been gone over, embracing the practice of the four ground rules of arithmetic and the use of fractions to a considerable extent.



In that most important branch of instruction, the knowledge of the word of God, the most gratifying evidences were given of attainments already made, and of promise for future improvement. The weekly lessons given had been selections from different portions of the sacred volume together with the use of Vol. 1 of the S. S. Union questions relating to the history of our Savior.

We cannot here refrain from remarking with what facility and rapidity communications are carried on with deaf-mutes in the natural language of signs. During the examination of this class, for the sake of expedition, the questions were proposed by the committee in words to the teacher, by him translated into signs, and thus communicated to the pupils. Their answers were retranslated and rendered back in words to the committee, and all this occupied less than one tenth of the time that would have been required to have given the questions and received the answers in writing. Besides the advantage gained in point of time, there seemed to be another, depending on the fact that the language of signs is their own vernacular; that of writing, a language foreign to them. The ease and freedom of the replies, and the appreciation of the subject in hand which they evinced, were so marked, that it appeared to the committee that the difference between examining a class of deaf mutes upon a given branch of study, by signs, and examining them by writing, was quite as great as would be that between examining a class of English pupils in geography, through the medium of the French or Latin language, (which they had partially acquired,) and examining them through the medium of their own native English.

The committee think this consideration an important one in conducting the examination of the deaf and dumb in reference to their knowledge of studies to which they have attended. When the questions are put to them in their natural language of signs, and answers received in the same language, the examination is a simple and direct test of their knowledge. When the questions are put and the answers required in writing, the process becomes a double one, involving at the same time a test of their knowledge of the subject in hand, and a critical exercise in the use of language; the attention of the pupils being often so much attracted to the form of expression, and arrested by anxiety for its correctness, as materially to embarrass their freedom in expressing their thoughts.

As a specimen of the ability of this class to express their thoughts in writing, we give the following:

*Death.*

“Death is the destruction of life. It is not the name of the dead body, but is the scene or the event of separating the soul from the body. The body becomes cold, pale, hard, and has no breathing, because death has destroyed the life of the body. Death is imagined to be the dark, skeletoned being, with the power of the dart, which wanders throughout the world, among the people on the earth, and comes and sees the sick people; and when they must go to the grave, God sends Death to run, and it springs at them and stands on their breasts and thrusts through their hearts and gets their lives and goes away. How long death has existed I do not know, but I guess that death took place first when Satan tempted Adam and Eve to render disobedience to God; then he was angry with them, and sent death to destroy the life of Adam and Eve, from their generations to our own time, in consequence of their disobedience to him. It is customary to say that all the people hate death on account of liking to have the body breathing, to be able to converse and think, and learn, and perform any employment; but if the body should lose life it would become cold, pale, hard and insensible. The people do not like to see the dead body; but they must be patient and submissive to God, for He always sends death to take away their lives; but God will give life to them again. When death has taken away their life they will be raised, and they will conquer death, and go into heaven, where will be life forever and ever. I think that death has only one victory, but life has two victories, because death has once conquered life. But life has been before. It is conquered by death, and it will be raised again, and it will conquer death, and it will go into heaven, where life will never be conquered by death again forever and forever.

Who has conquered death? I will tell you of what has been done to death. A great many years ago, Jesus Christ came from his glorious and magnificent throne in Heaven, and became an infant on the earth. He grew for some time. He waxed strong in spirit, and the grace of God was upon him. He became a man. He was about thirty years of age. He began to preach to the people and perform many miracles upon the diseased people. I cannot give an account of all his wonderful works. When he was thirty-three years of age, Judas and his soldiers seized him, and bound him in the court of Pilate, the Governor of Judea. Pilate inquired of Jesus what he had said. Wicked, false witnesses told Pilate that Jesus had blasphemed God. But Jesus answered nothing and held his peace. Wicked

people clamored for his death. Pilate said that they might do to him as they pleased, but he would not hurt him himself. He sent for a large bowl of water and he washed his hands. He said that this showed to them that he would not hurt him. They seized Jesus and nailed him on the cross. After Jesus died, he was dressed with white garments and put into the tomb. Death had conquered his life. In three days on the morning, he rose from death, and obtained life, and conquered death. During forty days he appeared to his disciples. At the end of forty days, he called them on the Mount of Olives. After he taught them, he rose from the Mount of Olives by the cloud taking him up to Heaven, where his life will never be conquered by death."

The *second class*, of six years standing, were first examined in modern history. A great number and variety of questions were proposed by the examiners, relating to the history of the Roman Empire, England, America, etc. These were answered with a promptitude and accuracy evincing an intimate acquaintance with the subjects, and deep interest in this branch of study. It was alike gratifying and surprising to observe with what facility they discoursed on the main facts of the history of our own and other lands, considering how recently they received their first ideas respecting events transpiring beyond their own limited observation.

As a specimen of the ability of the class to comprehend historical facts, and express them in written language, we here insert one of the exercises, such as they were accustomed to write in connection with their lessons.

#### *Greece.*

"I now understand by my Barber's History, that Greece was, in ancient times, once the most enlightened, powerful, and refined republic in the world. This republic was at first founded by the Greeks. This country had produced many men of very distinguished merit and high rank, and claimed the uncommon skill and abilities of its inhabitants in many arts of various kinds, especially such as architecture, sculpture, &c.

"In the modern times, this country is indeed very inferior to what is related in the ancient times. The ignorance and barbarism of the inhabitants generally existed in a deeper degree. However, some individuals, who received a good education in Europe, were successfully awakened to a sense of their degradation and slavery, with which the Turkish masters had burdened them for a long period.

"A war having commenced between the Turks and the Pacha of Albania, the Greeks hastened to arms, and with great energy drove them from the greater part of this country.

"Afterwards a large army of troops landed in Scio, an island of some importance, where the people were noted for having their peculiar privileges; this island belonged to Greece. Being reinforced by about 15,000 men, they massacred, in a most dreadful manner, the women and children, destroyed the houses, and sold a great many inhabitants into slavery.

"The intelligence of this event in Scio spread throughout Europe, and being read with great indignation respecting the injustice and cruelty which the Turks inflicted on the Greeks, the three ministers from Great Britain, Russia and France, settled the affairs of Greece, and gave notice to the Turkish commander that "Greece must thereafter govern herself." However, refusing to obey this order, the Turks at once murdered the women and children, and destroyed the houses in a most unjust manner. Then the combined squadrons of vessels of war, under the orders of Great Britain, Russia and France, came threatening destruction upon them, if they would not surrender themselves. They drove the Turks from Greece, and destroyed 110 vessels of war.

"Afterwards peace was established between Greece and Turkey, a new king was chosen, a new constitution given; schools were established, and commerce and agriculture increased."

In geography, the class were subjected to a close examination in respect to the State of New-York, its boundaries, number and location of its counties, cities, mountains, rivers, natural curiosities, etc. They appeared perfectly familiar with their own State, and also with other parts of the world briefly referred to.

The examiners next proposed to the class some of the prefixes, to ascertain their knowledge of their signification and use in modifying the words with which they are connected. These seemed to be well understood, and greatly to facilitate their advancement in acquiring an accurate knowledge of the meaning of words. Each of the class wrote upon the slate a prefix, with its signification; also several words of which it formed an elementary part, and a few impromptu sentences to embody and illustrate those words. The following, copied at random from a number of the slates, will shew their know

ledge of etymology, and facility in applying this knowledge to a practical use:

Ad, at, af, ap, ac, &c., = to. Attend, attempt, attain.

"In Washington city, the senators *attend* to the addresses of some distinguished men."

"Many young persons often *attempt* to *attain* the knowledge of their studies in those years when young."

De = from, away, off. Declare, deliver, detain, deny, deceive, depend.

"The Americans *declared* themselves independent on the fourth of July, 1776."

"We should not *deceive*, to say some words to our parents."

"We must not *delay* to write, when we receive a letter from our friends."

"I hope that the pupils will be *delivered* from the cholera while we are going home to-morrow."

"Hyenas and wolves often *devour* the dead bodies. They look very ugly."

Inter = between, among. Intercession, intercourse.

"Many years ago, Jesus Christ engaged in *intercession* with the Father—said to him about the wicked people in the world. God was very angry, and had almost punished them for destroying them; however, immediately Jesus Christ came from heaven, and he was, instead of the wicked people, for forgiving them. God heard, and was pleased to pardon them who repent."

Re = back, again. Regret, refreshments, revolutionize, recollect, return.

"The Americans *regretted* hear of ex Pres. Polk's death."

"I shall go home, and when I arrive at it, I will *recollect* my parents, and I will spend there the next eight weeks, then I will *return* here next September."

Sub, sug, sup, sub, &c. = under.

"The people, under the monarchical authorities, are generally called the *subjects*."

"That gentleman *suggests* that his brother William will come here as a visitor to him and his family in his house to-morrow morning."

"I *suppose* that the Hungarians will gain a complete victory over Russia."

"Merchants are *successfully* engaged in selling dry goods and gaining much money."

Trans = across. Transport, transfer, transverse.

"Some of the celebrated Irishmen have been *transported* to an island surrounded by water and left there alone on account of having excited their countrymen for the delivery of their land."

Some questions were also proposed to the class through the instructor, upon natural philosophy, particularly in respect to the nature and uses of water and air. Their answers interested the committee exceedingly, but it is impossible to convey in a written report the impressions made, by the rapid and graphic language of signs, from a whole class, each pupil giving his own answer, and eager to catch the eye of the observer, that his answer, often strikingly peculiar, might be correctly understood and appreciated.

There was time but for a single question in arithmetic. The deputy superintendent opening their text book, selected the following question, which all answered correctly on their slates. "Bought 18 barrels of potatoes, each containing 3 bushels, at 25 cents a bushel; what did the whole cost? Ans. \$13.50."

Specimens of letters, etc., from each member of the class, were exhibited. They were all neatly, and some very beautifully written, and presented very satisfactory evidence of a knowledge of grammatical rules and skill in the practice of composition. The following is a specimen:

INSTITUTION FOR THE DEAF AND DUMB, }  
New-York, June 15th, 1849. }

MY DEAR SISTER,

Now I take the liberty of writing this last letter to you though it is the first time to send to you, as I had not written since the fall,

but you know I could not get any good opportunity. Dear Lucinda, I beg you would excuse me for this, and hope these few lines may find you with much gladness.

I received your kind letter, last Saturday, by Mr. Backus, and was extremely glad to read it, about home, which informed me that my brothers, sisters, and relatives are well, except my mother is confined by the rheumatism, as usual.

I am in good health, but the rheumatism has not entirely left me; though I enjoy myself very much in the Institution. Also, Lavinia does so; but she says that she is very glad to leave here, for her education will soon be completed, at seven years next July.

You informed me that Margaret is not at home in the summer, so I am surprised to hear about her. I want to see James and William, and also little George and Zachary, very much. These are my sweet nephews. I am sorry that little Elizabeth is not very well.

Did Daniel and his wife spend the winter at home, and are they staying now? I never heard about them since I left home. Why did you not tell me about them? I want to hear from them by a letter next time.

Now I must tell you about the pupils.

Last Wednesday, early in the morning, all the teachers, their wives, and pupils, left here in the cars to the City Hall; we took the steamboat to Brooklyn. The passage was very delightful. Then we took the cars, by the invitation of the president and directors of the Long Island Railroad Company. When I took the seat in the cars, I had the greatest pleasure of going on an excursion to Greenport, about 98 miles in length. While I read a book, or talked with the boys, I saw some small villages, when the cars stopped several times, but they looked very dull. After we arrived at Greenport, we dined under a large tent. Then the deaf-mutes took the pleasure of walking with the girls, through the different ways in a green field, as they pleased to prefer themselves, for two hours. They then took the cars, left there at four o'clock, and returned to the Institution by the same way in safety, late at night, (at ten,) and took our supper. Then we went to retire, lately, at eleven; so I felt fatigued, but did not sleep enough.

I recollect to tell you, yesterday evening Mr. Backus came here again, with Mr. Fox, and I talked with them about Sally. I hear that my father will perhaps sell his farm and remove to Watertown, to reside there. If so, I would like to live there better than my home.

I must stop this, and will tell you particularly next July. How glad I am the vacation is coming here shortly!

Write me very soon—before we will go home. I give my love and respects to you, my parents, brothers, sisters, and relatives, and all who inquire of you.

Good bye.

From your affectionate sister,

E. L.

To Lucinda.

P. S.—Our vacation will begin on Thursday, 12th of July. I will go with the company of the deaf-mutes. I wish you would come with father, John, Sally, Delia, and little Margaret, Ellen and James, to wait for the cars, at the car-house, if you can.

E. L.

In the examination thus far specified, so much interest had been excited, that the hours almost insensibly sped on, and ere they were aware, the committee found, to their regret, that it would be out of their power to give *the First Class* any thing more than a very brief and cursory examination. The committee, however, were convinced, from the intelligent appearance of the pupils and the promptitude with which they answered all the questions proposed to them, that they would have sustained with credit to themselves a much more rigid and extended investigation as to their actual attainments than the circumstances of the case allowed. According to the accompanying programme, it appeared that the class was considered as being prepared to be examined in geography, arithmetic, history both ancient and modern, and also more particularly relating to the United States, astronomy, the general news of the day, and the Bible; besides giving various exemplifications of their power to use the English language correctly, in the construction of sentences, upon any word proposed, or in illustrating some topic more at length, requiring prolonged continuity of thought. Two of the class were also prepared to show to how great an extent they had retained, or improved the ability to articulate which they possessed in early childhood before becoming deaf. But there was only time to turn the attention



of the class to the subjects of geography and astronomy, though, in the miscellaneous inquiries which were put to them in connection with these studies, there was elicited quite a remarkable acquaintance with the passing events of the year, and the distinguished personages of the day. Their ideas as to the shape, size, and motions of the heavenly bodies were so clearly expressed by signs as to be intelligible to those not familiar with this *silent* form of *speech*. Scarcely a mistake was noticed in all their answers with regard to the different countries of the earth, rivers, mountains, cities, forms of government, state of society, &c. They appeared perfectly familiar with the recent revolutions in Europe, the excitement in Canada, and the cause of the immense emigration to California.

Original compositions, by each member of the class, were exhibited to the committee, all of which did great credit to the writers.

The following are selected as specimens :

*“Major General Israel Putnam.”*

“This noble and daring patriot first saw the light of the world in the town of Salem, Mass., on the 7th day of January, 1718. Here he spent most of the days of his youth in childish sports. One of his favorite sports was robbing birds’ nests, in which he showed great intrepidity though he did not escape without some accidents.

“At the age of twenty-one he became attached to a lady of very refined character, to whom he was married soon after, and removed to Pomfret, where he settled down as a farmer. He had a flock of sheep, but much to his trouble a large she wolf annually visited his flocks and those of his neighbors, destroying many of them. He went with a band of his neighbors to her den, and after much labor succeeded in despatching her. Sometime afterward he was appointed a captain, and performed many feats, one of which was the preservation of his most eminent friend, Captain Little, from being massacred by the Indians. When Fort Edward was on fire he was there, and showed courage in saving it. After this he performed many other prodigies of valor, which I will not attempt to describe. He then returned home, where he lived in quiet retirement till he heard of the massacre of eight American citizens at Lexington, by the British soldiers under Major Pitcairn. Hearing of this, the patriotic flame was kindled in his breast. The bearer of the news found Putnam plowing, who, when he heard of it, without more ado

unyoked his oxen, told his boy to go home and tell his mother where he was going, mounted his horse, and dashed down the road to Cambridge, which place he reached in twenty-four hours. His arrival created universal joy, and he was with one accord made Major General of the continental army. He soon took it into his head to fortify Bunker's Hill, which then overlooked Boston, at that time in the hands of the British. This plan he accomplished in the night. The next morning how great was their surprise to see what the Americans had done. They at first could not believe their own eyes, but when they heard of the doings of the Americans the preceding evening, they immediately formed into line and attacked them. Twice they were driven back with great loss, but at the third charge they were successful. During all this time Putnam showed great bravery in teaching the "red-coats" as hard a lesson as he could, but finding that there was not enough of powder, he was forced to retreat, but not until the British bayonets were close upon him. This battle was a very obstinate one, and taught the English what Yankees could do.

"One day Putnam obtained leave to visit his family, but, as he was on the point of returning to his camp, he was seized with a fit of paralysis and obliged to return home. Once a British officer became offended with him and challenged him to fight a duel. To this Putnam consented and proposed to meet him at a certain place. When the day arrived, the officer found him with a pipe in his mouth sitting on the head of a barrel with a match inserted, which he supposed to be full of powder. Putnam asked him to sit down, which he did. Then Putnam coolly set fire to the match, and went on smoking. The Englishman watched it for a moment and then turned to make a precipitous retreat. Putnam asked him why he thus retreated, and then said he guessed he did not like the smell of onions with which the barrel was filled. After this event he lived happily at home until the 19th of May, 1790, when he finished his career after a long and faithful service to his country, aged 72. Putnam was a man of generosity, full of patriotism and boldness. He was one of the bravest of America's sons, and did all in his power to free her from the English yoke. May his descendants ever after have the very spirit and impulse of their illustrious ancestor."

*"The Art of Painting."*

"I suppose that many years ago some persons in eastern lands attempted to draw pictures, though they were somewhat rude and unnatural. But afterwards many distinguished artists in Athens and

Rome made great improvements in the arts, and executed some beautiful pictures for the temples. In this century many artists of Europe and America can paint surpassingly beautiful paintings, and have made the most wonderful improvements. There are many beautiful paintings in the city of New-York and other places in this country, and also in foreign countries. I am very fond of viewing these works of art. Some time ago we were invited to see the Dusseldorf collections, where we viewed many beautiful German paintings with admiration. I was particularly pleased to look at one which represented the birth of our beloved Saviour, and also to see the historical pictures of Jesus Christ and his disciples. I think that the art of painting is very useful in order to refine the tastes and hearts of the spectators, and it also benefits the deaf and dumb, for they are always pleased to look at representations of different scenes. I take great delight in viewing paintings of landscapes and beautiful scenery, and should be thankful to the Supreme Being for his kindness in giving genius and skill to artists."

The committee were pleased with these evidences of the progress of the class, the acquisition of knowledge, derived from human sources and were desirous of making some inquiries to test their knowledge of the facts and doctrines of the inspired volume, but their labors were brought to a close, by the announcement that the hour had arrived for the closing exercises which took place in the chapel, on Wednesday afternoon, in presence of a large company of friends of the Institution.

The pupils were all in attendance and presented a remarkably interesting appearance. At two o'clock, the Deputy Superintendent, the Board of Directors and Instructors of the Institution took their seats upon the platform, and the President introduced the exercises with the following remarks :

" The last sands of another academical year are fast dropping from the glass of time, and its transactions are soon to be sealed up. In surveying the past from this point of observation, a multitude of thoughts naturally crowd upon the mind, which neither the time nor the circumstances under which we meet will permit me to present in detail. I cannot, however, forbear on this occasion, to remind the friends of the Institution that at no former period of its history have they had greater cause for joy and gratitude than now, in view of that goodness which has crowned the year.

We are permitted to instance the prevalence of health among the members of our little community, though disease has had a fatal termination in two cases, one by measles which swept through the household, the other by consumption, the offspring of that scrofulous affection which, in many cases is the cause of their misfortune.

No acts of insubordination, no outbreaks of passion, no departure from propriety of demeanor, the recital of which would cause us to sorrow, and mantle our cheeks with shame, have disturbed our quiet or the progress of our improvement,

On the other hand, commendable diligence and docility have rewarded the labors of the teachers, and the seed which they have sown has fallen into a genial soil, and brought forth fruit which has been garnered up for future use.

Some progress has been made towards perfecting a course of instruction, and another volume is now in press, which at the beginning of the next term will be added to those already prepared.

The efforts to impart religious instruction to the pupils have been zealous and unwearied ; and we have reason to believe that, in many instances they have been accompanied by that blessing from on high, without which, whosoever may plant and water, no fruit can be gathered.

Such, in brief, is the evidence of internal prosperity, that has marked the history of the year : health, conformity to the established precedents without knowing or feeling it to be a burden, industrious application to intellectual and mechanical pursuits, increased facility in the means of imparting instruction, and to crown all, a realization of those spiritual blessings which have the promise of the life that now is and of that which is to come.

Nor is the evidence of popular interest and favor less striking than that to which I have alluded as indicating its internal character and condition. The Legislature, at its last session, gave stronger proofs of its willingness to sustain the cause of deaf mute instruction and make it a part of the settled policy of the State, than have been afforded during any year of the corporate existence of the Institution. And in this connection, also, I cannot forbear saying, that the present incumbent of the office of Secretary of State, in the discharge of his official duties pertaining to it, has shown a zeal and a

personal devotion to its welfare, that could not have been exceeded had the cause been his own : and though in consequence of indisposition, he is prevented from being here to-day, he has sent a worthy representative of the Department in the person of Mr. Johnson, the Deputy Superintendent of Common Schools.

While in view of these facts, we rejoice, and give honor to whom honor is due, we would not fail to express our thanks to God, by whose providence all human agencies are guided and controlled, and on whose blessing we depend for whatever of success may attend our humble labors. In view of these facts, also, we derive additional incentives to address ourselves with increased zeal and energy to the work, and thus show that we appreciate the confidence and the benefactions of the State."

At the conclusion of this address, a portion of the first class was summoned to the large slates arranged in front of the assembly, and, at the request of their instructor, wrote out some remarks which he communicated to them in natural signs, and added reflections of their own suggested by the occasion. The identity of sentiment exhibited by them all in the exercise, proved that they had comprehended what had been imparted, while the variety of language with which they respectively clothed the idea, and the pertinence and originality of the thoughts they contrived to interweave, was a pleasing evidence of their facility in composition.

They were next requested to write on some subject of their own selection, which they did with so much felicity of expression, as to cause much surprise and gratification.

The next exercise consisted in incorporating into sentences single words suggested to them. The word "guess" was selected for the class by a gentleman present, and on this the thought elicited from each one was very happy. Another gentleman suggesting that a word in less common use would be a better test of their abilities, proposed "humbug." The teacher remarked that the term might not be readily comprehended by them all, as it was one which they had rarely if ever had occasion to use. His misgivings, were, however, unfounded, as the force of the word was fully illustrated in the sentences of all. One wrote, "I am of opinion that going to California in a balloon is a *humbug*." "Some people think it a *humbug* that the deaf and dumb can be taught to write and think, but we trust that by our examination this day, we shall prove it no *humbug*."

The superintendent then related an anecdote, which was communicated to the class through the medium of natural signs, and by them translated into language. No more striking proof of ability to use language with ease and correctness could be afforded, than by their manner of performing this exercise, requiring as it did that they should give the exact force of the *idea communicated*, without in any wise accommodating it to forms of expression which they could most easily command. The following is one of their versions of the anecdote:

“ While John Randolph was a member of Congress, another one got angry at him and determined to insult him. One day, while he was parading Pennsylvania Avenue, he espied Randolph and walked close up to him, saying, “ I never turn aside for a rascal.” Randolph replied, “ I always do.”

It gives the committee great pleasure to remark that the class acquitted themselves admirably on this occasion, and afforded a new proof of the incalculable benefits of an institution, but for which, each one of those who had been exhibiting such sparkling intelligence, would have been doomed to a life of hopeless ignorance and intellectual and moral darkness.

The exercises of the class at the slates were interspersed with exhibitions of the power of the sign language to express thought, feeling and action, and were brought to a close by the recitation of the Lord's prayer in a graceful and touching manner by an interesting female pupil.

One of the examining committee then made a report, to the effect that each of the eleven classes of the institution had been subjected during the last two days to an examination which had proved entirely satisfactory to the committee. He embraced the opportunity to notice the admirable manner in which the examination had been conducted by Mr. Johnson, the deputy superintendent of common schools, and concluded by recommending to the department, in behalf of the board of directors, the following named pupils as candidates for re-selection for an additional year's instruction.

### Of five years' standing.

George Driscall,  
Charles M. Grow,  
William P. Wright,

Amanda E. Ashley,  
Lydia Ann Ballou,  
Lucy Gilbert,  
Joanna Bentley.

## Of six years' standing.

Fletcher Stewart,  
Edward C. Benedict,  
Lawrence N. Jones,  
Daniel M. Whitten,  
Asahel Andrews,  
Hugh Shannon,  
William H. Rider,

George W. Harrison,  
Lewis S. Vail,  
Truman Grommon,  
Alvan H. Cornell,  
Eliza Lighthall,  
Meribah Cornell,  
Silence Taber.

Mr. Johnson then rose, and said that in consequence of the illness of Mr. Morgan, who, as Secretary of State, is *ex officio* Superintendent of common schools, he had been called to take an official part in the present examination, at a very short notice. It had been one of extreme interest to him. Previous to this, with the single exception of Laura Bridgman, who is a native of the town of Hanover, N. H., in which he resided four years, he had never seen a deaf-mute, and was unaware of the difficulties attending the education of that unfortunate class. He alluded to the striking difference manifest in those who had been recently admitted to the privileges of this benevolent Institution, and those who were about to leave it under all the advantages of the judicious course of instruction there pursued.

But he considered that the *mental* culture of these unfortunates was only a portion of the benevolence exercised towards them. A large number were from the poorer classes, whose friends could do nothing for their maintenance at the close of their academic course. If, then, when they left the Institution, they were to be turned upon the world without the means of support, it might well be questioned whether their condition had been bettered by education. With cultivated intellect had come a knowledge of their wants; and without adequate provision for these, we might well say that "Where ignorance is bliss, 'tis folly to be wise."

It was therefore with real pleasure that he had inspected the arrangements made in the Institution to instruct the pupils in such mechanical knowledge as would enable them to procure a livelihood after they had left its protecting walls, and alluded to the many specimens of skill which he had seen in its workshops. He concluded with authorizing, in the name of the State, the continuance at the Institution, for one year longer, of the pupils who had been recommended for the purpose by the report of the examining committee.

At the conclusion of Mr. Johnson's excellent remarks, certificates of good character and attainments were presented by the President to the following pupils who had completed a course of five years instruction:

Solomon Chapple,	Hannah M. Seymour,
James S. Wells,	Maria Willis,
Platt A. McKean,	Augusta Hahn,
John Vine,	Catharine Sullivan,
George Driscall,	Laura Jones,
John Edward Ling,	Amanda E. Ashley,
David H. Havens,	Lydia Ann Ballou,
James Monroe Camp,	Lucy Gilbert,
Charles M. Grow,	Joanna Bentley,
William P. Wright,	Martha Dewitt Buck,
Lucy A. Boughton.	

Diplomas, accompanied by a printed copy of the farewell letter addressed to them by the President, were then conferred upon the following named pupils, who had completed the term of seven years instruction:

Jacob Barnhart,	Joseph Sweetman,
John Thomas Bell,	George N. Burwell,
Simeon D. Bucklen,	Lavina Lighthall,
Ephraim Jewell,	Jerusha M. Hills,
James Oliver Smith,	Hannah M. Patten,
Sally Bronson.	

The exercises were closed by the president with prayer, in the language of signs.

The committee feel that they should not discharge their duty, did they not make an acknowledgment of the fact, that long connection with the institution and renewed opportunities of becoming acquainted with the details of its operation, so far from diminishing, serve only to increase the interest they entertain for its welfare.

As year after year the pupils leave its walls to act their part in the busy scenes of life, it is a happy consciousness we feel to have contributed, however feebly to the prosperity of an institution which exercises such an enlarged benevolence. In the hands of the Almighty it has been the means of elevating a portion of our fellow-beings from a condition of social inferiority and moral desolation to



that intelligence, refinement, moral elevation, and social dignity and independence which mark the character of a moral and enlightened people.

The institution has reached a position of importance which cannot be overlooked, whether we regard its influence upon those immediately committed to its care, or upon the cause at large. Public favor has marked each step of its progress, till now it is justly regarded as one of the brightest ornaments of the State by whose magnificence it is enabled to accomplish its benevolent purposes.

That its progress will still be onward we have ample guarantee in the untiring devotion of the president, the zeal of the professors, and the active co-operation of this board.

Signed,

PROSPER M. WETMORE,  
BENJAMIN R. WINTHROP.

*Institution for the Deaf and Dumb,* }  
New-York, Oct. 9, 1849. }

ALBANY, Dec. 1, 1849.

To the HON. CHRISTOPHER MORGAN,

*Superintendent of Common Schools :*

Sir,—In pursuance of your directions I attended the annual examination of the pupils of the New-York Institution for the Deaf and Dumb. I had intended to render you an extended account of the examination, but the full and particular report of the committee appointed by the Board of Directors, which I understand will accompany the annual report of the Board, wholly relieves me from my proposed labor. I was present at the examination of every class, and tested the knowledge and capacity of the pupils by numerous questions, and am happy to concur in all that the committee has said of their progress and acquirements. Indeed, my wonder throughout was not that they had acquired so little, but rather that they could be taught so much. The difficulties to be overcome, seem to be almost insurmountable, but by a judicious system of instruction the avenues of communication are gradually enlarged and cleared, till minds “from wisdom at one entrance quite shut out,” are so skilfully trained and instructed, as to be capable of investigating every department of science, and of entering upon most of the business avocations of life.

Notwithstanding the prevalence of the cholera in the city of New-York during the summer, not a single case occurred at the Institution.

I attribute this exemption from disease in no small degree to wholesome food and excellent cooking, but chiefly to the perfect cleanliness pursued throughout the whole establishment. The good order, regularity and neatness that every where prevailed, bore testimony to the ever watchful and active supervision of the matron and President.

The best evidence of the utility and excellence of any system of education is to be found in its results. Tried by this test, the system pursued at the New-York Institution for the Deaf and Dumb must be pronounced good. No one could attend an annual examination, and compare the utter incapacity and ignorance of the uninstructed deaf-mute, the merest show of sense and passion, with the intelligence and mental capabilities of one, informed and enlightened by a patient, laborious and judicious education, and not approve the system that produces such results, admire the genius that developed and the skill which has perfected it.

All the State pupils at the Institution are the children of the poor, who would, were it not for the charity of the state, be neglected and uneducated, while young, a burden to their parents, and who would grow up, unskilled in any business, through life, a burden on the public. The charity of the state is therefore economically as well as benevolently given. It makes intelligent and useful citizens of those who would otherwise be the most helpless of paupers.

The patronage of the state will doubtless be continued to the Institution, and hereafter be increased in proportion to the numbers and wants of those who may need instruction.

Very respectfully,

Your obedient servant,

A. G. JOHNSON,

*Dep. Sup't. Common Schools.*

## IV.

### Physician's Report.

The undersigned, physician to the New-York Institution for the instruction of the Deaf and Dumb,

#### REPORTS:

That, during the year now drawing to a close, the Institution has enjoyed an extraordinary degree of health, presenting for his attention but four cases of dangerous illness. Two of these were inflammation of the lungs, the consequence of a severe form of measles, one of which proved fatal ; a case of severe small pox which recovered, and the other, a case of typhoid fever which also terminated favorably.

Although epidemic cholera prevailed with great severity in the immediate vicinity of the Institution, not an individual, either officer, pupil or domestic within it, suffered in the least. On making inquiry your physician learned that a similar good fortune obtained in 1832 and 1834. This led him to think that, by inquiring into the domestic economy of families and associations of individuals who have remained exempt from epidemic cholera, while those in the immediate vicinity have suffered severely, examples might be found, by the strict imitation of which, most may hereafter escape from attacks of so terrible a pestilence ; and since this Institution affords one of the examples, it is proposed to give a detailed description of the locality, dimensions and government, and of the diet and habits of its inmates.

The Institution is situated near the centre of the city and county of New-York on a tolerably elevated spot between the Fourth and Fifth Avenues, the grounds extending from the southerly side of Fifth street nearly to the northerly side of Forty-eighth street, and divided into a site for the building, a garden and play ground.

The soil lies upon a rocky bed of gneiss which in no part is far beneath the surface, and is composed for the most part of a heavy loam resting upon hard-pan and this upon the rock.

In the immediate vicinity fevers of an intermittent and remittent type prevail as regularly and constantly as the return of the season, but very rarely among the pupils or officers within the Institution. In like manner the population in the neighborhood has suffered severely from cholera.

The buildings consist of a principal edifice, workshops, in which book binding, shoe making, cabinet making, and tailoring are done by the pupils, stables and wash house and bathing house. The principal edifice is a connected building consisting of a centre sixty by one hundred and ten feet, having five stories divided into a kitchen, bake room, store room, rooms for the accommodation of the president's family, library, cabinet and office, eleven school rooms, each twenty by twenty-five feet, a chapel occupying the centre of the fourth and fifth stories, on each side of which, are lodging rooms capable of lodging one hundred and twenty pupils, two wings each eighty-five by thirty feet divided into day and evening rooms, lodging rooms and washing rooms, and two connecting wings each twenty by twenty feet, divided into passage ways and hospitals.

The government is entrusted wholly to the President, advised by a Board of Directors. In the intellectual, mechanical and domestic departments, there are eleven teachers, a book-binder, cabinet maker, tailor, shoemaker, gardener, and laborers ; a matron and her assistant, a cook, and other female domestics. The hour for rising is uniformly at half past five o'clock in summer ; in winter, half an hour later ; breakfast at six or half past six o'clock, after which each pupil goes to labor in the shops, the garden, or about the house. At nine o'clock the pupils assemble in the chapel for prayers, after which they go to their respective class-rooms. At twelve o'clock, dinner ; after dinner they play for an hour. At half past one o'clock school is again called ; at ten minutes to four prayers are again held in the chapel. The pupils then return to their respective occupations and remain till six o'clock, when they are called to tea, after which they are allowed a short season of relaxation, when they are called to their evening lessons. At nine, the younger portion of the pupils retire to bed ; the older are permitted to sit up till ten. Religious services are held twice in the chapel on Sunday, and the intervals of

the day are spent in reading, or in committing to memory a Sunday school lesson.

Bathing is encouraged, and made imperative once a week.

The *diet* consists of the best and the greatest variety of food. The president, officers, pupils and domestics, all fare alike. The garden, by good cultivation, is made to produce an abundance of radishes, lettuce, onions, beets, cabbage, beans, spinach, egg-plant, celery, turneps, tomatoes, and all the potatoes used in the summer. Milk is also supplied in abundance from the cows pastured in the neighborhood and fed upon dry feed, no swill or distillery grains being allowed for food to corrupt the milk. Other necessities are brought from market.

On Monday's they have for dinner roast beef with spinach or lettuce, or egg-plant, or cabbage in the form of cold slaw or pickled, or cucumbers with boiled beets and boiled turneps and potatoes, always with some one or the other of each vegetable in its season, besides bread and butter and molasses without restraint.

Tuesdays, corned beef :

Wednesdays, small meats :

Thursdays, corned beef :

Fridays, pork and beans, or codfish and potatoes, or small meats :

Saturdays, roast beef :

Sundays, cold ham, or cold boiled beef, or cold pork : Vegetables as on Monday, for every day in the week : Desert every day in the week, either of boiled rice, or rice pudding, or bread pudding, or apple dumplings, or mush, or pies of various kinds, according to the season.

Breakfast, coffee, with fried bread ; hash of meat and potatoes cooked on the preceding day, and bread and butter.

At tea, bread and butter, and cheese or smoked beef, or cake.

In 1832, the cholera was at the worst in the week including the twenty-first day of July. There were then in the Institution, eighty-seven pupils, besides officers and domestics.

The vacation in that year commenced about the middle of August. Forty-five remained during the vacation, but neither officer, pupil or domestic took the disease.

In 1834, the cholera was at the worst about the same time in July. There were then one hundred and thirty-seven pupils, besides officers and domestics; and yet not an officer, pupil or domestic took the disease.

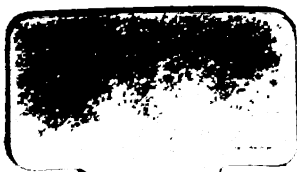
In 1849, the cholera was at its height in the same week, including the twenty-first day of July. There were then two hundred and twenty pupils, besides officers and domestics. The vacation took place on the week preceding, viz., on the twelfth day of July; but forty pupils, twenty domestics, and seven officers remained. Yet not one suffered from cholera. As soon as cholera became epidemic, such change was made in the system of diet as was recommended by the sanitary committee. Cabbage, lettuce and radishes, with all indigestible vegetables, were avoided, as they were in the years preceding. Great care was had in cooking, and nothing was eaten on the next day which had been cooked the day before. This rule was thought important.

Now, if a community of two hundred and sixty persons, for one-half the period of an epidemic, and seventy-seven persons for the remainder, can exist for three successive visitations of an epidemic, occurring in years remote from each other, in the midst of a neighborhood where the epidemic proved most fatal, the conclusion is irresistible, that the system of diet, habits, &c., detailed in the foregoing pages, will enable them always to resist, with the like impunity, any future recurrence of the same epidemic; and that, be its remote cause what it may, the exciting cause is to be found in articles used for food, and that it is more than probable that the remote cause lies also in some unusual change taking place in food.

All which is respectfully submitted.

NICHOLAS MORRELL,  
*Physician to the Institution.*

*Institution for the Deaf and Dumb, Dec. 11, 1849.*



## V.

### Terms of Admission.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of one hundred and thirty dollars each, per annum. Clothing will also be furnished by the Institution if desired, at an additional annual charge of thirty dollars. Payment is required semi-annually in advance.

II. The regular time of admission is at the close of the vacation, which extends from the second Wednesday of July to the first Wednesday of September. No pupil will be received at any other time except in very extraordinary cases.

III. No deduction will be made from the annual charge in consequence of absence or on any account whatever, except sickness, nor for the vacation.

IV. Pupils are at liberty to reside during the vacation in the Institution, without extra charge.

V. Applicants for admission to be educated at the public expense, should be between the ages of twelve and twenty-five years. The Institution will not hold itself bound to receive any not embraced within this rule, but may do so at discretion.

VI. Satisfactory security will be required for the punctual payment of bills, and for the suitable clothing of the pupils.

VII. Application from a distance, letters of inquiry, &c., must be addressed, post-paid, to the President of the Institution. The selection of pupils to be supported at the public expense, is made by the Secretary of State at Albany, to whom all communications on the subject must be addressed.

VIII. Should objections exist to the admission of any individual, the Board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicines, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons, or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Was the deafness from birth, and owing to some original constitutional defect; or was it produced by disease or accident? And if so, in what way, and at what time?
2. Are there any cases of deafness in the same family, or among any of the ancestors or collateral branches of kindred; and how, and when produced?
3. Is the deafness total or partial, and have any means been employed to remove it; and what are the results of such efforts?
4. Have any attempts been made to communicate instruction, and is the individual acquainted with any trade or art, or with the mode of forming letters with a pen?
5. Is the individual laboring under any bodily infirmity, such as palsy, nervous trembling, or mal-formation of the limbs; or does he or she show any signs of mental imbecility or idiocy?

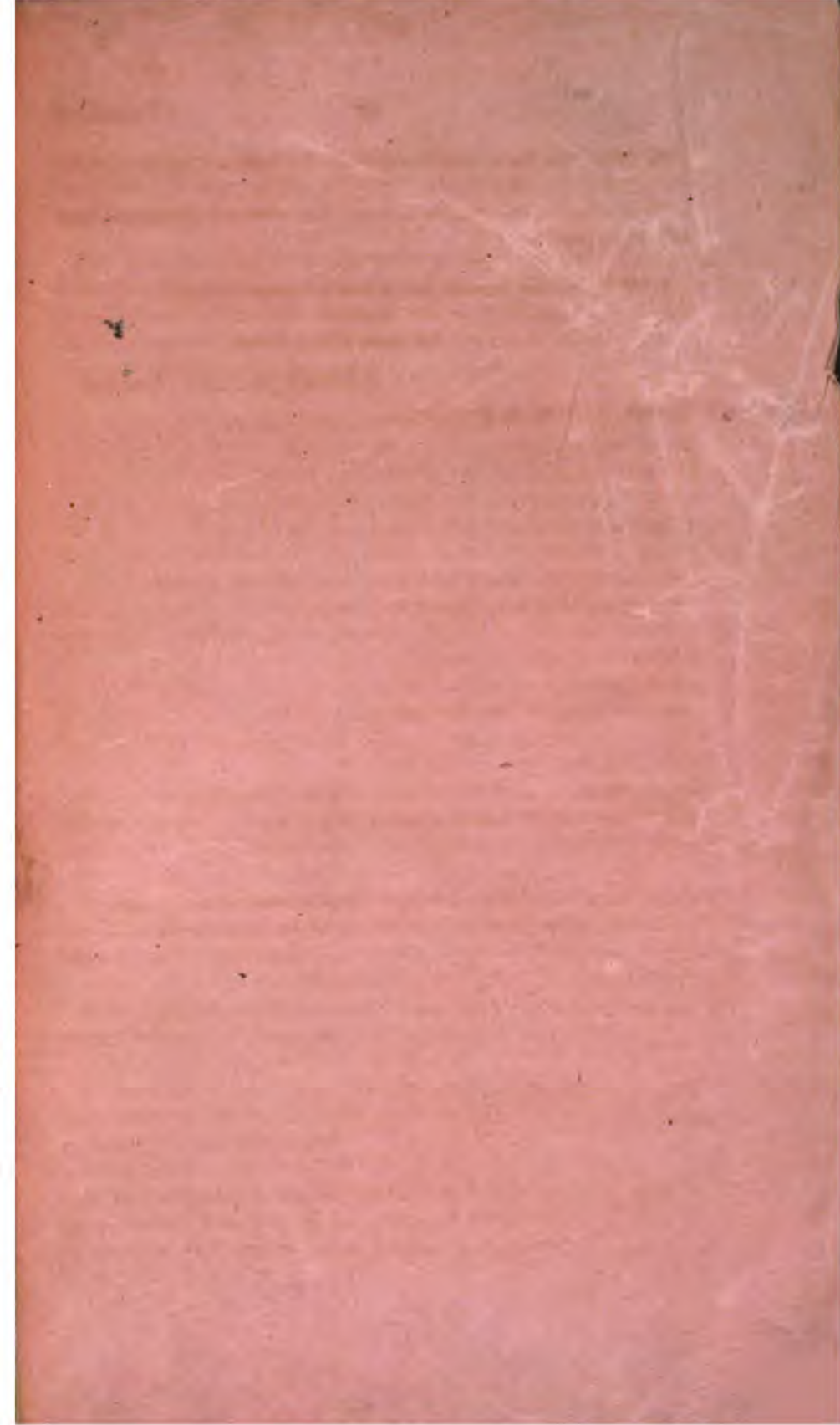


6. What are the names, occupation and residence of the parents?
7. If either of the parents is dead, has a second connection been formed by marriage?
8. What are the number and names of their children?

By order of the Board,

HARVEY, P. PEET, *President.*

GEORGE S. ROBBINS, *Secretary.*





912 New York institution for the instruction of  
the deaf and dumb: 29th-31st Annual re-  
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